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ABSTRACT

Recent needs assessment reports show that Native Hawaiians are underrepresented in postsecondary education and in mid-level, supervisory, and white-collar occupations, and have higher than average dropout rates and lower than average basic skill levels. In February 1987, a study was conducted by the Native Hawaiian Community Colleges Advisory Council to assess the needs of Native Hawaiian students enrolled in vocational education programs at the University of Hawai'i Community Colleges. The study involved campus visitations; discussions with students, staff, and community members; a review of current literature; and an examination of existing data. The study identified seven barriers to educational access and success for Native Hawaiian students: (1) financial problems stemming from lack of information about financial aid, reluctance to disclose financial information, and difficulty filling out applications; (2) personal problems and a concomitant reluctance to speak to counselors; (3) inadequate childcare; (4) insufficient community outreach by the colleges; (5) poor self-image and a sense of alienation in the college environment; (6) a non-supportive campus environment; and (7) inadequate student assessment and monitoring mechanisms. Based on study findings, recommendations were made for improving educational services. Appendixes provide a model for student retention in vocational programs; an outline of findings concerning problems, needs, and issues; tables illustrating the underrepresentation of Native Hawaiians in specific occupations; retention and program completion data by ethnicity; and technical recommendations for data management. (MDB)

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Native Hawaiian Community Colleges Advisory Council

FINAL REPORT

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University of Hawai'i Community Colleges
Office of the Chancellor
Honolulu, Hawai'i
Spring 1988

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FOREWORD

The unique mission of community colleges is to provide equal educational opportunity through access to the diverse offerings available in our institutions. In Hawai'i, the Community Colleges take pride in being able to attract students and provide them with the best training possible for the achievement of personal goals and aspirations.

This Report is a comprehensive compilation of findings and recommendations relative to the educational needs of the native Hawaiian community. The Advisory Council responsible for this effort is to be commended for their interest and commitment. Their recommendations are outstanding.

One noteworthy suggestion calls for closer cooperation among our campuses, community agencies and organizations in coordinating information and resources for the public benefit. Attention to the academic, social and cultural needs of native Hawaiian students at each campus is also emphasized in this Report. Achieving the campus climate that maximizes student opportunities and talents will require increased awareness and effort on our part, administrators, faculty, staff and students.

An excitng development is taking place across each community college campus. With the participation and assistance of Alu Like, Inc., we have initiated a systemwide project designed to increase the representation and retention of native Hawaiian students in vocational education programs. This is a significant step forward for the University of Hawai'i Community Colleges. We are committed to increasing student success. The outcomes of this project will enable us to better understand and respond to the needs of all students.

You will find this an informative and challenging document. It is our hope that the Report will serve as a catalyst for ongoing grwoth and permanent change, that has as its primary intent the continued support of native Hawaiians in postsecondary education.

Dr. Joyce S. Tsunoda
Chancellor for Community Colleges

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EXECUTIVE SUMMARY

Interest and commitment to the educational needs of Native Hawaiians has gained increasing support. A number of significant studies have raised community awareness of the underrepresentation and relatively low performance of Native Hawaiian students in our school systems. This report of the Native Hawaiian Community Colleges Advisory Council addresses the issues of access, retention, and graduation of Native Hawaiian students.

In February, 1987, the Native Hawaiian Community Colleges Advisory Council was convened to assess the needs of Native Hawaiian students enrolled in vocational education programs at the University of Hawai'i Community Colleges. On the basis of the Council's findings, a series of recommendations was formulated to provide the Chancellor for the Community Colleges with information on those factors which would increase the educational success of Native Hawaiians.

Through the process of campus visitations, discussions with students, staff, and community members, a review of current literature, and data gathering, seven features were identified as barriers to access and success: 1) Financial Problems, 2) Personal Problems, 3) Inadequate Childcare, 4) Absence of Community Networking, 5) Poor Self Image, 6) Institutional Inadequacies, and 7) Insufficient Student Assessment and Monitoring. The following summary highlights the primary findings and recommendations of the Native Hawaiian Community Colleges Advisory Council.

FINANCIAL PROBLEMS

Although financial assistance is available through federal, state, and private sources, a number of obstacles compound the problems associated with meeting college expenses. One major problem is a general lack of information about the kinds of resources available. A second problem for some is a reluctance to disclose information about earned income for various personal reasons. Third, Native Hawaiians often require special assistance and support in filling out lengthy, complex and highly technical applications for financial aid.

RECOMMENDATIONS: Development of a plan to coordinate the provision of information and assistance to the general public, among the community colleges, community agencies and organizations and private sector organizations. Increase opportunities for Native Hawaiians to be eligible for tuition waivers and other forms of financial assistance.

PERSONAL PROBLEMS

Like other students, Native Hawaiians encounter personal problems during the course of their college careers. Conditions outside the classroom have a profound impact on the success and persistence of many students. When crises arise, family loyalties take precedence over academic self-interest. Furthermore, Native Hawaiians tend to keep their problems to themselves, and are sometimes afraid and ashamed to speak with counselors.

RECOMMENDATIONS: Make an increased effort to provide coordinated services that help to meet the personal needs of students. Examples include peer counseling, support groups, mentorships, special workshops.

CHILDCARE

Due to financial constraints and insufficient information, Native Hawaiians do not have the kind of access to childcare facilities that they need. It is also possible that Native Hawaiian childcaring practices which are family-oriented, inhibit them from seeking assistance from outside sources.

RECOMMENDATIONS: Provide flexibility in class-scheduling to accommodate the needs of working parents. Other strategies might include investigating the need for some form of childcare services within each campus neighborhood, and also the impact of a babysitting network to assist parents interested in attending community college courses.

COMMUNITY NETWORKING

A broad community-base is lacking which would make the University of Hawai"i Community Colleges more responsive to the recruitment, retention, and job placement of Native Hawaiians.

RECOMMENDATIONS: Development and implementation of a coordinated plan to establish and strengthen ties among institutional and community organizations should be encouraged. The goal of such efforts should be to facilitate the increased representation and success of Native Hawaiians in postsecondary institutions.

SELF IMAGE

Native Hawaiians continue to feel alienated in the college environment. Information from students reaffirmed the need for enhancing the feelings of self-worth possessed by Native Hawaiian students.

RECOMMENDATIONS: Each University of Hawai'i Community College campus should be encouraged to create an atmosphere in which Native Hawaiian students can feel accepted, can feel a sense of self-worth, and can feel that they have the potential to succeed.

INSTITUTIONAL ISSUES

Although the community colleges have demonstrated their commitment to meeeting the educational needs of Native Hawaiians, greater effort is required. The creation of a campus environment conducive to the achievement of personal educational goals would help to alleviate some of the problems related to enrollment, retention and completion.

RECOMMENDATIONS: With campuswide support initiate activities and institutional structures which would facilitate the type of campus climate that encourages achievement and success. Examples include faculty caucuses, colloquia, retreats, leadership programs for students, institutional research, attention to learning excellence.

ASSESSMENT AND MONITORING

While each of the community colleges currently provides some form of student assessment, these efforts are neither regular nor required. Some students are not assessed because their records indicate adequate preparation for college courses. Other students are not assessed because they register late. For some students, failure to provide appropriate counseling may contribute to their inability to achieve their educational objectives.

RECOMMENDATIONS: Current practises of assessing and monitoring students should be reviewed. Provision should be made to improve the identification of Native Hawaiian students, so that existing services and programs can be effectively utilized. Modification of the University of Hawai'i Common Application Form to allow for improved self-identification is recommended.

CHAPTER 1

INTRODUCTION

Native Hawaiians, once the proud rulers of their own land, have over the past two hundred years become progressively less and less of a contributing force in their own destiny and self-determination. This rapid deterioration is characterized first, by a decimation of the pure Hawaiian population (accompanied by a steady rise in the population of part-Hawaiians), and second, by pronounced cultural disintegration. The impact of the loss of culture on today's Hawaiians is frequently described in terms of alienation, depression, helplessness, hopelessness, loss of identity, and low self-esteem.

Demographic data show that Native Hawaiians are characterized by a generally low socio-economic profile and are particularly susceptible to a number of socio-economic problems including poor educational performance in the public schools, low enrollment and completion rates in higher education, disproportionate representation on the state's welfare rolls and the lowest median income among the four main ethnic groups in the state of Hawai'i. At the same time Native Hawaiians continue to be plagued by high rates of substance and alcohol abuse, family violence, suicide, rampant under-employment and disproportionate representation among the inmates of Hawai'is correctional facilities. (ALU LIKE, 1979; White & Landis, 1980; Blaisdell, 1983).

Other data on their labor force participation indicate that Native Hawaiians are underrepresented in white collar occupations such as managerial and professional specialty occupations and technical, sales and administrative support occupations, and they are overrepresented in blue collar occupations such as motor vehicle operators, food service, cleaning and building services. (Native Hawaiian Vocational Education Program Needs Assessment Report: Phase 1, 1987).

PURPOSE OF THE REPORT

In recognition of the many problems cited above and the important role that education plays in shaping the future of the Native Hawaiian community, the Community Based Vocational Education Project was initiated. A cooperative effort of the Office of the State Director for Vocational Education, ALU LIKE, INC., and the University of Hawai'i Community Colleges, the objectives of the Project are to assess the needs of Native Hawaiian students, and to facilitate the development of programs and services which will better respond to the vocational and career development needs of those individuals.

To achieve these goals, the Native Hawaiian Community Colleges Advisory council was convened. The council was charged with the following tasks:

1. To participate in the review of existing campus services and programs designed to encourage the enrollment of, and provide special supportive services to Native Hawaiian students.

2. To facilitate the collection of advice and comments from the community and students, on ways to increase the enrollment and persistence of Native Hawaiian students.

3. To recommend the development of a plan to enroll more Native Hawaiian students in vocational and career oriented programs.

4. To recommend the development of a plan to improve the retention of Native Hawaiian students in vocational and career oriented programs.

5. To recommend the development of a plan to improve the graduation rate of Native Hawaiian students in vocational and career oriented programs.

6. To recommend the development of a plan to assess the progress made in increasing the enrollment and persistence of Native Hawaiian students in selected vocational and career oriented programs.

The purpose of this report is twofold. First, to present information gathered from an assessment of the needs of Native Hawaiians in vocational education programs at the community colleges, and second, to make recommendations for the implementation of measures to address these identified needs.

RESPONSE TO STATE, FEDERAL AND COMMUNITY MANDATES

In recent years, increased attention to the educational needs of Native Hawaiians has been mandated at several levels. One example of this effort at the state level is a response to Senate Resolution No. 114, S.D.1, entitled A Study to Improve Access to Public Higher Education Programs and Support Services for Minority Students. This project examined the barriers prohibiting minority students from access to higher education programs and support services, and enumerated recommendations to increase the enrollment of minority students in public higher education institutions.

In response to a mandate issued by the Hawai'i State Constitution in 1978, the University of Hawai'i initiated an institutional study to focus on specific educational issues concerning the study and perpetuation of Hawaiian culture and language. The efforts of the study are detailed in the KA'U report of the University of Hawai'i Hawaiian Studies Task Force.

Efforts at the federal government level to address the educational needs of Native Hawaiians took on new significance with the passage of the Carl D. Perkins Vocational Education Act on October 19, 1984, which for the first time made Native Hawaiians directly eligible to receive federal vocational education funds. As the agency designated as the sole eligible recipient of the Carl Perkins Act set-aside for Native Hawaiians, ALU LIKE, INC. is primarily responsible for the development and implementation of a comprehensive plan to meet the vocational education needs of the Native Hawaiian community.

The status of minorities in higher education is chronicled in the 1986 report of the American Council on Education entitled, Minorities in Higher Education. Although numerous pressing problems are cited, the council emphatically asserts that "the problem of increasing access and retention of minority students remains unsolved and unaddressed in most states."

The community's commitment to addressing the unique needs of Native Hawaiian students is augmented by the depth of the need demonstrated in two recent and comprehensive reports: E OLA MAU, and the Native Hawaiian Educational Assessment Project: Final Report. These two reports detail respectively, the health and educational needs of Native Hawaiians, and recommend programs necessary to meet those needs.

This report incorporates the findings and recommendations of those and other studies with a view to providing improved assistance to Native Hawaiians at the University of Hawai'i Community Colleges.

PROCESS OF REVIEW

Convened in March 1987, the Native Hawaiian Community Colleges Advisory Council was comprised of representatives from each of the community colleges and from each of the geographic areas served by a college. Community College faculty/staff members thought likely to contribute effectively to the completion of the stated tasks, and community representatives actively engaged in promoting the education of Native Hawaiians, were selected by the Chancellor for Community Colleges on the basis of recommendations by campus provosts and by ALU LIKE, INC.

Special support was provided to the Advisory Council by members of the Chancellor's staff: Mike Rota, and Jane Yamashiro. Institutional research was conducted by Janeen Tirrell, while the coordination of Council meetings was carried out by Ara Meha. Consultant to the project, Dr. David Sing of the University of Hawai'i at Hilo, provided Advisory Council leadership as well acute sensitivity to educational issues concerning Native Hawaiians.

The major activities of the Council consisted of assessing the programs and services provided to Native Hawaiian students. To accomplish this end, meetings were held at each community college campus. The purpose of the campus visits was to gather information from a cross-section of community college participants: administrators, faculty and staff, students, and members of the community.

Provost Melvyn Sakaguchi emphasized the commitment of Leeward Community College to provide college-type activities in the Leeward community. An example of this effort is the provision of off-campus credit and non-credit courses at the Waianae-Nanakuli Education Center. The Center's purpose is to provide opportunities to residents unable to attend on-campus instruction at Leeward Community College, in response to needs identified through periodic surveys. Courses are varied, from computer courses which give hands-on experience to workshops for professional fishermen on the Waianae coast. The college wants to demonstrate that learning can be purposeful and enjoyable, and at the same time show that education offers something of value to the whole community. He reiterated the need for more effective role models as a means by which the community may realize the importance of education.

Staff and faculty provided descriptive information about the programs and services currently assisting Native Hawaiian students. For example, Jack Pond described the PASS (Program for Advancement of Study of Study Skills) initiative at Leeward Community College. A highlight of PASS is the infusion of Hawaiian values into classroom interactions among students and teachers. Although there are few Native Hawaiians enrolled in PASS it is considered a model program for enhancing the success of students.

Students were invited to share insight on how campus services had helped them each achieve their educational goals. One student attending Maui Community College expressed a personal need for more career development counseling. Her active involvement in student government as Vice President of the Associated Students of Maui Community College had contributed greatly to personal growth, and strengthened her commitment to remain in school. From this perspective she saw a connection between the impact of campus activities in high school and those offered at the college level. As a recommendation she suggested that an athletics program would be one way in which more Hawaiian students could be encouraged to enroll and persist in college. When asked how Hawaiian students perceived themselves, she noted that as many as half had feelings of inadequacy and inferiority. On the issue of retaining students, she agreed that family, peer and financial support were vital, and that counselors play an important role in outreach efforts (Amanda Martin, Maui Community College, April 30, 1987).

Automechanics student Isaac Ching expressed the view that students must take advantage of the learning assistance opportunities at Maui Community College. He cited the computer-based comprehension package recommended by his Automotive instructor as a real asset in helping improve his academic skills.

Input from community members also provided a forum for more input on broader, cultural issues in the Hawaiian community. For example, the inability of some Hawaiian parents to translate the world of work to their children is a cause for concern. Another critical issue is the general lack of information and understanding about the financial assistance readily available to the Native Hawaiian community.

An important component of this project is a study conducted by the institutional researcher on the enrollment, retention and completion rates of Native Hawaiian students. The findings of this study will be useful in identifying the essential elements of a comprehensive and ongoing student information data base. It is believed that the availability of current and accurate information derived from the admissions process (including assessment and placement), and frequent monitoring of student progress will better enable the community colleges to respond immediately to student needs.

Current literature on the retention of students in postsecondary institutions makes it very clear that retention is the result of improved programs and services in our classrooms and elsewhere on campus that contribute to student success (Noel in Noel, Levitz and Saluri, 1985). Essential to this longterm activity is the creation of a student-centered, outcome-oriented staying environment that is conducive to learning (Noel, Levitz and Saluri, 1985). The implementation of campuswide efforts to increase student retention requires a total institutional commitment to change.

A retreat at Kamehameha Schools provided an ideal setting to develop a framework for the findings and recommendations from the meetings and discussions of the Council. It is expected that these recommendations will provide assistance to the Community College System in bringing about institutional changes which will ultimately have great impact on Native Hawaiian students and the community-at-large. ALU LIKE, INC. is interested in the longterm effect such changes will have in increasing the educational opportunities for more Native Hawaiians in vocational education training programs.

The Community Based Vocational Education Project is a cooperative effort to address some of the educational needs of Native Hawaiians. In addition to funds to support the activities of the Native Hawaiian Community Colleges Advisory Council, there is a strong commitment from the Chancellor for Community Colleges and ALU LIKE, INC. to take proactive measures that will increase the representation and achievement of Native Hawaiians in vocational education training. This report describes the issues and problems identified from the review of existing services and programs, general demographic information, and recommendations to help the community colleges become more response to student needs.

CHAPTER 2

NEEDS AND PROBLEMS

The needs and problems confronting Native Hawaiians in education can best be described and understood by looking at their achievements in education generally, and within the Community College System specifically.

NATIVE HAWAIIANS IN EDUCATION

Although efforts to raise the level of achievement of Native Hawaiians have increased since the early 1970's, collectively as a group, they continue to rank among the lowest in the nation in terms of standardized test norms and academic performance in the classroom (Wery and Pi'ianaia, 1973; Ikeda, 1982; Kanahele, 1982).

At all levels of education in Hawai'i, Native Hawaiians achieve at a significantly lower rate in comparison to the other major ethnic groups, with the exception of Filipinos. Longitudinal studies conducted by the Department of Education reveal that on the standardized Stanford Achievement Test in reading, Native Hawaiian children continue to perform below parity with other populations.

Table 1
SAT Reading Score Comparisons

	Percent Below Average (Stanines 1,2,3)	Percent Average (Stanines 4,5,6)	Percent Above Average (Stanines 7,8,9)
		1976-1977	
Whole State	33%	55%	12%
Hawaiians/Part Hawaiians	50%	46%	4%
		1980-1981	
Whole State	24%	58%	18%
Hawaiians/Part Hawaiians	35%	58%	7%

Source: Native Hawaiian Educational Assessment Project
Kamehameha Schools/Bishop Estate, 1983

In recent testimony before the United States Senate Select Committee on Indian Affairs, Myron Thompson of the Kamehameha Schools/Bishop Estate advocated the importance of increased efforts to assist Native Hawaiians in education and health. A significant portion of his testimony was an update of the Needs Assessment study completed in 1983 (Native Hawaiian Educational Assessment Project). Among other things the following data is now very important:

1. Population Although the current enrollment of Hawaiian students in public and private schools is approximately 58,900, that figure is expected to increase through the year 2000 A.D. Native Hawaiian students comprise 21.7% of the DOE population, while Caucasians represent 23.4%, Filipinos 19.4%, Japanese 15.7%, and other ethnic groups comprise less than 5% (Figure 1).

2. Basic Skills Native Hawaiian students continue to score below national norms on tests of Basic Skills. Although modest improvements have been made in recent years, data from 1985-86 show that 37% of Hawaiian students in elementary grades scored in the lowest three stanines on reading and vocabulary tests, compared with 23% of students nationally. At the same time only 12% of Hawaiian students scored in the uppermost stanines in comparison with 23% of students nationally. Clearly there is an urgent need for increased efforts to improve the performance of Native Hawaiian students in grades K-12 (Thompson, 1987).

The numerous problems faced by Native Hawaiians in education are also apparent at the postsecondary level. Underrepresentation is one such problem. The 1980 state census report indicates that Native Hawaiians accounted for 18.9% of the total state population. Enrollment of Native Hawaiians in the University of Hawai'i during Fall semester 1980 represented 5.8% of the total student population. In the Fall of 1984, enrollment had risen to 8.5%, but by the same period two years later, the percentage of Native Hawaiian students had risen to only 8.6%, an almost insignificant increase.

NATIVE HAWAIIANS IN THE COMMUNITY COLLEGES

Any attempt to address the vocational education needs of Native Hawaiians must examine their present status in the community colleges (which provide the bulk of the post secondary vocational education opportunities in the state), the barriers which inhibit the increased participation of Hawaiians in community colleges, and the current labor market participation of Native Hawaiians.

1. Status of Native Hawaiians A prerequisite to full understanding of the present status of Native Hawaiians in the community colleges, is an examination of existing data on enrollment, retention, achievement and graduation rates.

Enrollments of Native Hawaiians in the community colleges have seen steady but modest growth, from 8.5% in 1980 to 11.6% in 1986. A closer look at the 11.3% Native Hawaiian enrollment for the end of Fall 1985 indicates that:

A. 10.7% of the students were enrolled in General and Pre-Professional programs.
B. 12.5% of the students were enrolled in Vocational Education programs:

Business (11%)
Food Services (18.2%)
Health Services (10.5%)
Public Services (20%)
Technology (11%)

C. More of the Hawaiian students enrolled in community colleges were female (54.46%), than male (45.54%), and

D. A higher proportion of Native Hawaiian students (48%) were enrolled as full-time students in comparison to the total community college population (41.69%) who enrolled full-time.

Increased efforts by the community colleges are needed in order to retain Native Hawaiian students. One Advisory Council effort which is in progress is the collection and analysis of existing campus by campus data documenting student progress. This effort will contribute to a clearer understanding of what information is extant and what additional information needs to be collected. The Council also foresees that information of the academic progress of students (as measured by GPR's) and rates of completion and graduation will provide campuses with a more complete picture of the factors which influence student retention and withdrawal. Ultimately, a system for tracking students will be in place which will permit staff and faculty to anticipate and react promptly to personal and academic problems before they become crises. Such a tracking system could have a significant effect on the retention of Native Hawaiian students.

Data from a number of sources are used to illustrate the needs cited in this report. Of these sources, the most important are campus reports, assessment reports of programs and services, input from college constituents, and reports of institutional data. Reports prepared by the Institutional Researcher on the status of Native Hawaiian students are located in Appendices D and E.

BARRIERS TO ACCESS AND SUCCESS

In its assessment and review of the educational status of Native Hawaiians, the Advisory Council determined that the following are the critical barriers to successful participation in the community colleges:

1. Financial Problems Money (or the lack of it) is one of the most compelling barriers to Native Hawaiian participation in postsecondary education. Although financial assistance is available through federal, state, and private sources, a number of obstacles compound the problems commonly associated with meeting college expenses. One major problem is a general lack of information about the kinds of resources available. A second problem for some Native Hawaiians is a reluctance to disclose information about earned income for various personal reasons. Third, Native Hawaiians often require special assistance and support in filling out the lengthy, complex and sometimes highly technical applications for financial aid.

2. Personal Problems Like other students, Native Hawaiians encounter personal problems during the course of their college careers. It has been found that conditions outside the classroom have a profound impact on the success and persistence of many Native Hawaiian students. Generally, the Hawaiian culture is highly family-centered, and when crises arise, family loyalties take precedence over academic self-interest. For a variety of reasons, Native Hawaiians tend to keep their problems to themselves, and are sometimes afraid or ashamed to speak with counselors. The availability and assistance of sympathetic and "approachable" counselors is critical for Native Hawaiian students to ensure that their academic progress is not jeopardized. Remove this, and students will often leave school and not return.

3. Inadequate Childcare Due to financial constraints and sometimes insufficient information, Native Hawaiians do not have the kind of access to child care facilities they need. It is also possible that Native Hawaiian childcaring practices which are family oriented, inhibit them from seeking assistance from outside sources.

4. Absence of Community Networking A broad community-base is lacking which would make the University of Hawai'i Community Colleges more responsive to the recruitment, retention, and job placement of Native Hawaiians. This broader base and a closer working relationship with the many community groups that could help facilitate efforts to increase the representation and success of Native Hawaiians in postsecondary institutions, should be nurtured.

5. Poor Self Image Native Hawaiians continue to feel alienated in the college environment. Each University of Hawai'i Community College campus should be encouraged to create and atmosphere in which Native Hawaiian students can feel accepted, can feel a sense of self-worth, and can feel that they have the potential to succeed.

6. Institutional Inadequacies Although the community colleges have demonstrated their commitment to meeting the educational needs of Native Hawaiians, greater effort is required. The creation of a campus environment conducive to the achievement of personal educational goals would help to alleviate some of the problems related to enrollment, retention and completion.

7. Insufficient Student Assessment and Monitoring While each of the community colleges currently provides some form of student assessment, these efforts are neither regular nor required. Some students are not assessed because their records indicate adequate preparation for college courses. Other students are not assessed because they register late. In some cases, failure to provide Native Hawaiian students with the counseling they need can contribute to their inability to achieve their educational objectives.

Native Hawaiians have demonstrated a need to be monitored early and regularly, so that problems can be corrected quickly and effectively. Current methods of informing students about their lack of academic progress (report cards, probation, referrals) are invariably too late to be of any real value to them. In many instances, by the time such notices arrive, students would rather drop out than seek help.

A more detailed examination of each of these problems, a summary of current services available at various campuses which attempt to address these problems, and the Council's recommendations for additional programs which are need to solve them is contained in the following section.

UNDERREPRESENTATION OF NATIVE HAWAIIANS IN SPECIFIC OCCUPATIONS

The most comprehensive study on the underrepresentation of Native Hawaiians in specific occupations was recently completed under the auspices of the Native Hawaiian Vocational Education Program of ALU LIKE, INC. Funded by the U.S. Department of Education under the Carl D. Perkins Vocational Education Act, the NHVEP Needs Assessment Report: Phase 1 provides a detailed examination of the occupational needs of Native Hawaiians.

In its demographic analysis of the occupational and educational attainment of Native Hawaiians the report concludes that the relationship between educational achievement and occupational attainment for Native Hawaiians is the same as for the overall state population and for the larger American society. Generally, more education is associated with higher paying occupations and less education is associated with lower paying occupations. Similarly, relationships among the variables of marital status, age, sex, and work status are essentially the same as for the population in general. Processes which influence other ethnic groups influence Native Hawaiians as well, and in much the same way, from which it follows that where under or overrepresentation of Native Hawaiians is observed in certain occupations, the same explanations can be provided as for other ethnic groups in Hawai'i. If occupational achievement is generally tied to educational achievement, the occupational underachievement of Native Hawaiians is explainable in terms of educational underachievement primarily, and not in terms of their ethnicity or other uniquely Hawaiian characteristics.

Background data on the ethnic composition of the State of Hawai'i work force helps to place information on the underrepresentation of Native Hawaiians in certain occupations in its proper context.

In 1985 the Department of Labor reported a state population of 1,020,900, of which, according to a Department of Health survey, 193,971 (19%) were Native Hawaiians. The 1984 Census reported that 415,181 (40.6%) of the state's population was reported to be in the work force, of which the 44,720 (10.7%) were Native Hawaiians. Of the total state male work force of 225,331, there were 24,627 Native Hawaiians (10.9%), and of the total state female work force of 189,850, there were 20,083 Native Hawaiians (10.5%).

Data gathered from a survey of employers in high tech, hotel and health industries showed that Native Hawaiians are:

1. underrepresented in mid-level and supervisory occupations,
2. underrepresented in 24 out of 25 of the most available occupations, and
3. underrepresented in white collar occupations involving managerial and professional skills.

Based upon information contained in the aforementioned report, it is clear that there is much that needs to be done to address the problem of the underemployment of Native Hawaiians in specific occupations. Indeed, a significant and relevant section recommends that the community colleges closely evaluate their role in preparing Native Hawaiians to enter the state work force. One of the objectives of this Community Based Vocational Education Project is to look at how institutional changes might influence the retention and persistence of Native Hawaiians in vocational education programs so as to result in a more equitable representation of that population in the work force.

CHAPTER 3

FINDINGS AND RECOMMENDATIONS

FINANCIAL PROBLEMS

Although financial assistance is available from public and private sources, at least three obstacles compound students' financial difficulties: 1) insufficient information about available resources, 2) reluctance to disclose personal information on application forms, 3) the inability to complete financial aid forms without assistance.

CURRENT CAMPUS ACTIVITIES

1. Each campus provides financial aid services to students. Additionally, financial aid is available to single parent students through the Single Parent Homemaker program at each campus.

2. Financial Aids personnel assist students in applying for aid from external organizations such as ALU LIKE, INC., Hawaiian Civic Clubs, the Office of Hawaiian Affairs, Na Ho'okama a Pauahi Scholarships, and a number of private agencies.

3. Information about the financial resources available to students is contained in the catalog for each campus, and also appears in local newspapers.

RECOMMENDATIONS

1. Develop a plan to coordinate between community colleges, community agencies and other relevant organizations to provide information and assistance regarding financial aid.

   a. Coordinate workshops in the community to disseminate financial aid information and to provide assistance.

   b. Train individuals to assist students applying for financial aid.

2. Include Native Hawaiians in the Pacific/Asian Scholarship group i.e. expand the scholarship categories for which Native Hawaiians might be eligible to apply.

3. Provide tuition waivers for Native Hawaiians in the non-resident category.

4. Develop a media campaign to promote financial aid offered at the University of Hawai'i Community Colleges.

PERSONAL PROBLEMS

Personal and family problems can constitute a hindrance to the academic pursuits of students of any ethnicity, but to Native Hawaiians, family crises can easily bring about the end of academic pursuits. Feelings of shame and fear often inhibit Native Hawaiians from seeking the assistance of counselors. The assistance of sympathetic and "approachable" counseling professionals would make it easier for students with personal difficulties to deal effectively with their problems in ways which will not jeopardize their continued attendance and progress in their academic pursuits.

CURRENT CAMPUS ACTIVITIES

1. Academic, career and personal counseling services are available to students at each campus.

2. Five campuses provide counseling to Native Hawaiian students through federally supported outreach activities.

3. Native Hawaiian counselors and faculty are working with students at each campus to resolve the many personal difficulties they encounter. In addition, their efforts are intended to contribute to a responsive sensitive campus environment that will encourage students to seek help when it is needed.

RECOMMENDATIONS

1. Assign a counselor to conduct an orientation for all new Native Hawaiian students.

2. Develop a peer counseling program, if one does not already exist, utilizing a network of peer counselors available to students on a walk-in basis.

3. Develop a counseling/support group for high risk students.

4. Develop a mentorship program if one does not already exist, that promotes and encourages faculty to work closely with students.

5. Provide special counseling assistance to students on topics such as time management, interpersonal relationships, and coping skills.

6. Make an effort to provide counseling assistance to students during evening hours.

CHILD CARE

Limited financial resources and inadequate prevent Native Hawaiians from accessing the child care facilities they need to secure in order to continue their education. Inadequate or inaccessible child care is one of the barriers to increased Native Hawaiian participation in community colleges.

CURRENT CAMPUS ACTIVITIES

1. Child Care services are provided at one campus, Honolulu Community College, for students enrolled in evening classes.

2. Assistance is available for single parent homemakers enrolled in classes at the community colleges.

RECOMMENDATIONS

1. Address the role and potential impact that a network of babysitters or childcare attenders could have on non-traditional students eg., parents interested in attending community colleges.

2. Provide flexibility in class scheduling to accommodate the needs of working parents.

3. Investigate the need for some form of child care service within each campus neighborhood.

COMMUNITY NETWORKING

Each Community College has initiated steps to address the educational needs of its constituents. Although these efforts are often tailored to meet the unique needs of a specific sub-group, eg., Ni'ihau Hawaiians, there appears to be a need to improve the coordination of these various activities. While the Community College campuses actively utilize resources within their communities to build and strengthen working relationships, this effort is neither well coordinated nor catalogued.

CURRENT CAMPUS ACTIVITIES

1. Each community college campus organizes community networking activities through its Office of Community Services. The purpose of these activities is to improve the quality of life and provide direct educational assistance to individuals and special interest groups.

Specifically, the Office provides services to the general public and to individual communities through cultural, instructional, recreational and vocational activities in which the institution has expertise or for which the community has special needs.

2. Advisory committees comprised of community leaders in industry, business and the professions advise campus staff in the development of curricula in compliance with the requirements of their respective fields.

3. Campus activities of a cultural and social nature provide a number of formal and informal opportunities to extend outreach and service to the community. An example is "Kanikapila Kakou" at Kaua'i Community College, a weekly gathering where knowledge and appreciation of Hawaiian culture are shared through song and dance.

RECOMMENDATIONS

1. Develop a plan to establish and strengthen cooperative ties with external community agencies and organizations, and to increase job placement opportunities, gain support for mentorships, and increase the involvement of parents and families in the educational programs offered at the community colleges.

2. Initiate and maintain innovative and interesting workshops to be held at community centers, canoe clubs, civic clubs, business associations, etc., to promote the impact of the community colleges in the community-at-large.

3. Develop a unified marketing strategy to attract students to the community colleges in innovative and non-traditional ways (campus visits help to ease the home-to-college transition).

4. Use every opportunity to promote the community college system and its unique services and programs.

5. Increase the visibility of the Office of Community Services and its programs in the community.

SELF-IMAGE DEVELOPMENT

Feelings of alienation are common among, although not unique to Native Hawaiian students. Students currently attending the community colleges repeatedly expressed the need for re-affirmation of their self-worth. Programs to increase awareness of the resources available to assist Native Hawaiians in the development of their self-confidence will greatly contribute to their academic success.

CURRENT CAMPUS ACTIVITIES

1. There are numerous activities offered at each campus which are designed to develop students' self-image and to enhance the general well-being of individuals and groups of students. These include credit courses such as Human Development 231: Introduction to Human Development I, special workshops, and staff and peer counseling.

RECOMMENDATIONS

1. Increase access to advisors and make an area available on each campus where Native Hawaiian students can feel at ease and can provide each other support and mutual assistance.

2. Conduct workshops for faculty and administration which promote human values, generally, and Hawaiian values, specifically.

3. Offer a Human Development course that breaks down ethnic stereotypes, and that engenders pride in one's Hawaiian heritage, and in one's self (refer to Ku Kanaka, and Sing, 1986).

INSTITUTIONAL ISSUES

Past and present efforts to assist Native Hawaiian students provide a strong foundation for ongoing and future activities. The development and maintenance of a staying environment on each campus is of paramount importance in addressing the three critical issues of underrepresentation, retention and persistence.

CURRENT CAMPUS ACTIVITIES

1. Services, programs and staff are available on each campus to provide a wide range of supportive assistance addressing the key issues cited above.

2. Examples of existing factors which contribute to a positive campus climate are:

   a. Faculty and staff awareness of special student needs,
   b. faculty /student mentorships,
   c. close student/faculty relationships,
   d. recognition of students who achieve academic excellence,
   e. networks of faculty members committed to working with Native Hawaiian students.

RECOMMENDATIONS

FACULTY

1. Develop a faculty caucus on each campus interested in building student/faculty relationships. After initial efforts have been made to develop campus networks, efforts should expand into the community and other campuses.

2. Implement a systemwide faculty advisor program with elements including a) release time for faculty willing to advise Native Hawaiian and other minority students, b) rewriting faculty contracts to include advising time and are based on professional standards, and, 3) job descriptions which include these advising duties.

3. Promote a campaign for excellence in teaching by sponsoring seminars and workshops.

4. Develop a network to promote staff development, offering incentives.

5. Address Hawaiian values in a positive light at faculty/staff retreats, and implement sensitivity in-service training for faculty and administrators in non-instructional, small group activities. For example, a campus might initiate a live-in experience for faculty and staff on Hawaiian values and the Hawaiian lifestyle. An incentive might be the awarding of graduate level credit or a federally funded stipend for participation.

STAFF

6. Establish a position at the University of Hawai'i Community Colleges system level to coordinate campus activities and measures designed to increase the retention and persistence of Native Hawaiian students. In addition, design and circulate a brochure on the services provided at each campus to assist Native Hawaiian students. Make the coordinator responsible for impressing upon top level administrators the importance of institution-wide attention to the special needs of the Native Hawaiian student.

7. Appoint a coordinator at each campus to integrate all support programs assisting Native Hawaiian students including: a) financial aid, b) college application assistance, c) vocational/academic advising referrals, d) monitoring of Native Hawaiian students' advising, e) maintenance of a place to gather, f) monitoring of attendance to classes, g) facilitating the retention and graduation of Native Hawaiian students by involving all campus and community persons involved with graduating students. All of these activities should be permanent and self-sustaining within a period of 3-5 years.

8. Assign a campus representative to monitor all programs and or monies available to community colleges for staff and faculty development. This person could also function as the recipient and disseminator of information pertinent to Native Hawaiian students' assistance.

CAMPUS CLIMATE

9. Initiate a mentorship program to include faculty and community resources (eg. kupuna) in the recruitment and matriculation of Native Hawaiian students.

10. Initiate a Big Brother/Big Sister type of program on each campus with an incentive for student participation.

11. Develop a support network for individuals committed to working with Native Hawaiian students.

12. Foster the "ohana" spirit through a nourishing, "ho'oulu," of the personnel involved in helping Native Hawaiian students. This can be accomplished through informal social activities infused with Hawaiian values. A strong, cooperative network should operate in both formal and informal settings.

13. Utilize the news media to promote and increase the visibility of positive Hawaiian role-models in the community; hire more Native Hawaiians on each campus; counsel Native Hawaiian students into education-related fields of study and offer more scholarships to assist students in furthering their education.

14. Develop campus activities that highlight Hawaiian values through culture, sports, and family participation.

SYSTEM

15. Improve the identification of Native Hawaiian students through the admissions process. Add to the common application, "If part Hawaiian check here" under the ethnicity category.

16. Include the use of peers and kupuna from the community.

17. Implement the University of Hawai'i Community Colleges Student Retention Model of the Native Hawaiian Vocational Education Project.

EXISTING RESOURCES

18. Explore the pilot project at University of Hawai'i at Hilo.

19. Empower the Native Hawaiian Community Colleges Advisory Council to monitor the communication of information from the Chancellor through each campus to ensure that information is not held up at any level. (Possibly a function of the Coordinator in Staff-6).

20. Have the campus representative to the Native Hawaiian Community Colleges Advisory Council monitor the progress made in addressing the needs of Native Hawaiian students until the campus-wide coordinator is hired. The representative could also be utilized as a resource for grants and projects having direct impact on Native Hawaiian students.

21. Make each member of the Native Hawaiian Community Colleges Advisory Council available as a resource for the community college system in its efforts to increase the retention and persistence of Native Hawaiian students in vocational education programs.

ASSESSMENT AND MONITORING

Student assessment is commonplace in postsecondary education, however, policies regarding the administration and subsequent use of placement tests vary from campus to campus. Although placement tests are the most common form of assessment used at the University of Hawai'i Community Colleges, they are not mandatory. One of the consequences of this irregular policy is that many students, including those who enroll after placement tests are administered, and those whose academic records indicate adequate preparation for college-level study, are denied the opportunity to have their academic strengths accurately assessed. For Native Hawaiian students, who traditionally perform below national norms on achievement tests, this is a critical impediment to their chances for success in college.

Monitoring of students tends to be a reactive rather than a proactive activity. When students are performing poorly, the most common institutional response is a report card or letter showing low achievement. By the time a student is informed of poor performance, it is often too late to make appropriate changes. Monitoring should be an ongoing activity which provides useful information and which enables staff and students to be aware of needs and problems in time to respond constructively.

CURRENT CAMPUS ACTIVITIES

1. Placement testing takes place at each campus prior to registration each semester. Students may be tested in reading and math to determine the appropriate level at which to begin their college studies.

2. Counselors provide assistance to students during this assessment process to ensure that each individual receives the academic advising that will best facilitate their unique learning needs.

3. Students may elect, but are not required to take placement tests by any institutional policy.

4. Assessment instruments and tests vary from campus to campus.

5. Efforts to improve the monitoring of student progress are underway throughout the community college system. At the system level, a uniform method for increasing the utilization and effectiveness of a student data base is being studied.

6. An example of the effectiveness of close contact between staff/faculty and students (a form of monitoring), is the Hawaiian Vocational Education Assistance Program at Hawai'i Community College. Students are contacted on a regular basis by a counselor hired to work exclusively with students enrolled in vocational education programs.

RECOMMENDATIONS

ASSESSMENT

1. Implement a comprehensive process for assessing all entering students (including tests, interviews and interest inventories, etc.).

MONITORING

2. Implement a campus monitoring system for targeted students which would input into Student Personal History Files (SPHF's):

   - o results of placement tests
   - o information on the high school academic performance of entering students (data obtained from high schools if resources permit)
   - o special needs information
   - o academic status-probation, suspension, dismissal and withdrawal information

3. Evaluate and revise the ethnicity identification component of the University of Hawai'i Common Application form. There is currently no way to ensure the identification of all part-Hawaiian students since each student must declare only one ethnic category on the application.

4. Design student entry, exit, leaver, and graduate surveys and administered them regularly.

5. Develop a system to track transcript requests in order to determine where community college students applied/transferred to after leaving the community college campus. Research shows that there is no way to identify students who transferred out of a community college and into another institution. These students are presently classified as "leavers."

6. Conduct an audit of all community college student academic records for an accurate database of student files. Many important fields are presently miscoded in student files.

7. Develop a student information link between the community colleges and the four year University of Hawai'i campuses in order to facilitate the tracking of students who begin their college studies at community colleges and later transfer to the four year campuses.

8. Provide earlier and ongoing intervention for all students, through mid-term follow-up or monitoring. Phone calls, notes, and where possible, personal visits can influence students in positive ways. Students, regardless of their level of ability, should be assisted in their efforts to reach their personal educational goals. Increased faculty/student contact should be encouraged.

9. Make provision on application forms, for students to designate themselves "lifelong learners." Such designation shortens the registration process for students currently described in the literature as "stopouts", and reinforces the learning objectives of those students.

CHAPTER 4

SUMMARY

This report has addressed many of the problems which Native Hawaiian students encounter in accessing postsecondary education. Emphasis has been on measures which would increase the retention and persistence of students in vocational education programs at the University of Hawai'i Community Colleges.

In the review of existing campus services and programs provided to Native Hawaiian students, a number of recommendations have been made to enable each campus to improve educational services for these students. The Native Hawaiian Community Colleges Advisory Council has found model activities in operation at several campuses which might be adapted to suit the educational needs of students in other communities. These projects include PASS at Leeward Community College, TRIO at Windward Community College, and the Native Hawaiian Leadership Development Program at the University of Hawai'i - Hilo. The Office Technology Program of the Employment Training Office is another exemplary program for increasing the retention, persistence, completion and job placement rates of Native Hawaiians.

Implementation of the recommendations contained in this report presupposes systemwide and campuswide commitment to Native Hawaiian students. It is anticipated that administrators, faculty and staff at each campus will view and act upon these recommendations for improving the quality of services offered, in return for which it is expected that the retention and completion rates will improve significantly. Additionally, it is hoped that outreach efforts to promote vocational education will have positive impact on the community. Thus, with a broader base of support that includes institutions and community constituencies, the potential for greater success among Native Hawaiians is enhanced. A longer-term outcome of this report, indeed the focus of the Native Hawaiian Vocational Education Project, will be that institutional change which is responsive to the numerous academic, career and personal needs of the Hawaiian community will be ensured.

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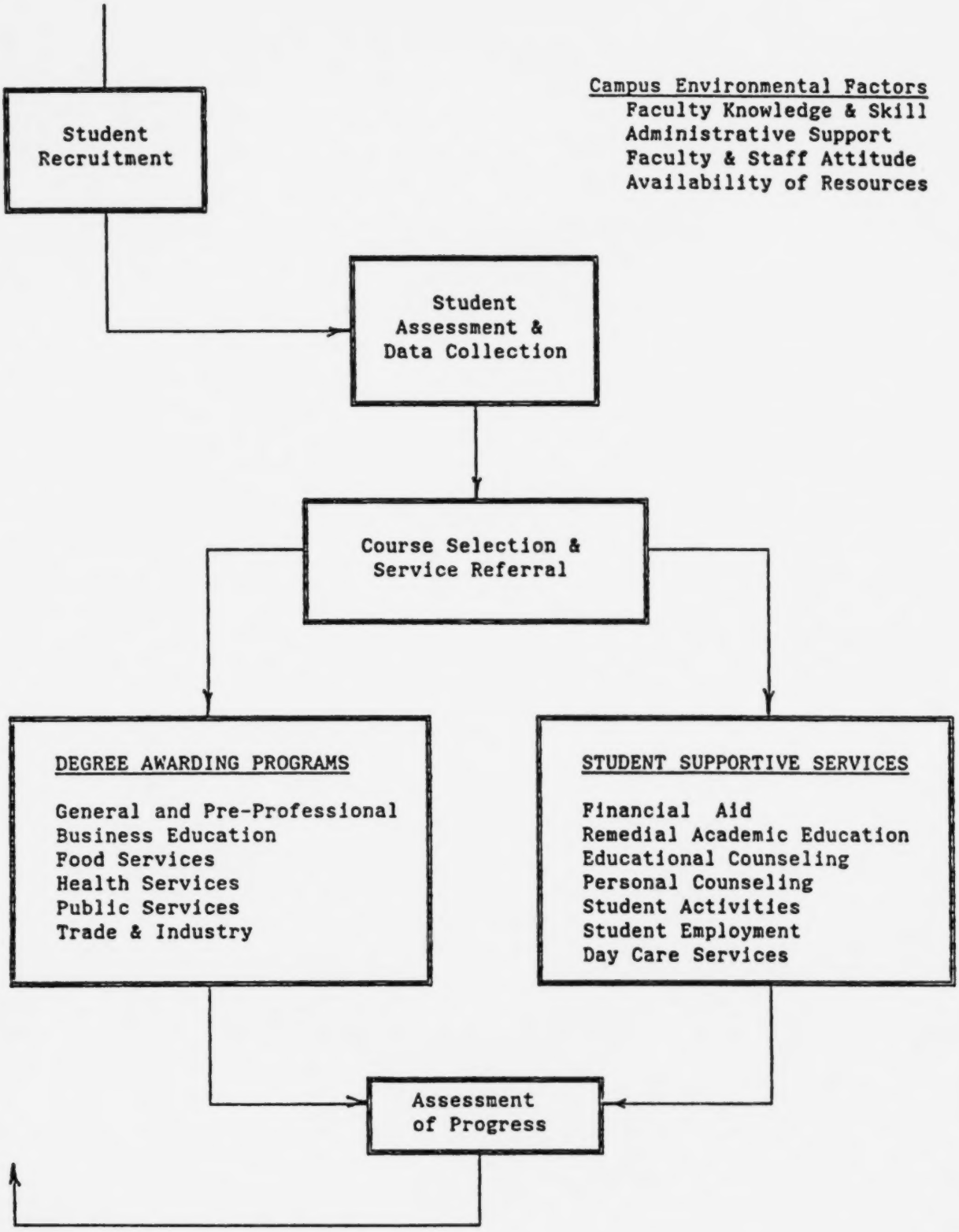
APPENDIX A

UNIVERSITY OF HAWAI'I COMMUNITY COLLEGES

NATIVE HAWAIIAN VOCATIONAL PROGRAM

STUDENT RETENTION MODEL

UNIVERSITY OF HAWAII COMMUNITY COLLEGES
NATIVE HAWAIIAN VOCATIONAL PROGRAM
STUDENT RETENTION MODEL



APPENDIX B

INITIAL FINDINGS ON THE PROBLEMS, NEEDS AND ISSUES

INITIAL FINDINGS ON PROBLEMS, NEEDS AND ISSUES

The following information was developed through small group discussion on the problems, needs and issues facing Native Hawaiian students in vocational education programs at University of Hawai'i Community Colleges. It was used in the preliminary stages of developing and refining the recommendations made by the Native Hawaiian Community Colleges Advisory Council.

PROBLEM	EXISTING SERVICES	UNMET NEEDS	RECOMMENDATIONS
1. Money	financial aid	access to info. not always available	assistance in form filling
		forms cumbersome and difficult to complete	hold information forum on financial assistance available
		lack of information on what is available	
			waivers of non-resident status for Hawaiians
			tuition waiver preferred for Hawaiians in Pacific/ Asian scholarship group
			all second income programs encourage and allow school or training
Federal form paperwork is cumbersome	single parent homemaker aid		high powered national media campaign to promote financial aid
	Na Ho'okama A Pauahi Schol. Alu Like Inc. Hawaiian Civic clubs OHA Assorted schools Private agencies		

PROBLEM	EXISTING SERVICES	UNMET NEEDS	RECOMMENDATIONS
2. Personal problems	student serv. counselors	students don't seek help in time or at all - also afraid/ashamed to talk w/ counselor	have Hawaiian counselor do orientation for first contact w/ the CC
		no-one available when students need	have evening counselors available
		few if any Hawaiian counselors	hire Hawaiian counselors
		problems may be too heavy for student services	refer to Mental Health Center
			network of peer counselors for walk-ins
			develop counseling support program for high risk students
3. Child Care	HCC 6-9pm WCC, Haw CC	Most campuses don't have	systemwide policy to budget for all campuses to provide childcare
	Single Parent homemaker aid	no facilities for sick children	similar to the single parent program, or contract out day care services
			class schedule set up w/ flexibility for working parents
4. Community Networking			
Recruitment	media (print, electronic)	target media to Hawaiian commun.	unified marketing plan, campus visits, make campus-home connection
	High School outreach	target other groups (not occurring)	innovative, interesting workshops, community centers, canoe clubs, Civic clubs, business associations
			campus commercials by taking every chance to talk about the CC campus.

PROBLEM	EXISTING SERVICES	UNMET NEEDS	RECOMMENDATIONS
5. Human Development	counseling	counselors insensitive to Native Hawaiians (stereotypes)	HD class (Ku Kanaka), pride in being Hawaiian 1 credit, 4 wk module scholarship, tuition paid for Hawaiians at community colleges
	HD 100 classes	HD classes not	workshops for faculty, administrators on values
6. Institutional Issues			
Need for increased faculty/stud.	incidental to campuses, no mechanism yet	lack of organized way to put faculty and students together	develop network of interested faculty
	UH-Hilo has a mentorship program on a volunteer basis uses faculty,3 peer advisers brings students in early, and Freshman Exper. class required		develop a faculty adviser program, each with a case staff development for organizing network: must be a benefit for faculty participating explore UH-Hilo pilot project
Need for Admin.support	Chancellor's Native Hawn Advisory Coun.	unaware of unique learning needs/ styles of Hawaiian population	sensitivity program for provosts, deans continue activities of Chancellor's Council prioritize funding of "underrepresented" programs through G funds
		limited disseminat. of information from top to bottom	designate campus EEO/AA representative

	PROBLEMS	EXISTING SERVICES	UNMET NEEDS	RECOMMENDATIONS
	Need for faculty/staff awareness and support			small group sensitivity activities
				inservice training for working w/ underrepresen. students
				address Hawaiian values in a positive light at faculty/staff retreats
				use non-instructive methods to inservice faculty/staff/admin.
				consider Lucy/Midge for 3 week course for faculty
				appoint campus rep as resource to write grants for Native Hawaiian projects
	Need for system wide faculty caucus			approach provosts for $$ to support a conference
				tie into business, industry financial goals to promote "aloha" spirit Hawaiian values, campus climate
	Need for improved identification of Hawaiian students and faculty			change common application to add "If part Hawaiian check here" under ethnic category
7.	Assessment	Math/English placement	not all students assessed	implement comprehensive placement
		assessment to degree-seekers	losing "good" students ie. not all assessed	assess all new students
	Monitoring	grades probation referrals	too late too late too late	earlier intervention midterm monitoring followup (phone, visits) faculty meet w/ students
	Reapplying to school	lifelong learners	students repeat application steps	counselor/student contact (see MCC intervention)

PROBLEM	EXISTING SERVICES	UNMET NEEDS	RECOMMENDATIONS
8. Need for a smaller campus atmosphere	giving back to community for assistance received		activities highlighting Hawaiian values, culture, sports w/ involvement of families
			role models need to be visible; hire more
Hawaiians into education-related occupations			offer more scholarships)
			initiate a Big Brother/ Big Sister type of program w/ incentive to participants
			develop mentorship among faculty/staff w/incentive
			designate a campus area as a meeting place for students/faculty
9. Campus Awareness	learning communities	lacks organized emphasis	focus activities on interests eg.music, language, Hawaiian studies, archaeology
	orientation available	not required some miss out	communicate to all constituencies
			personalized ongoing open house
Classroom activities		HD classes not designed to suit Native Hawaiian needs (faculty not sensitized	mentoring program for high school female juniors

PROBLEMS	EXISTING SERVICES	UNMET NEEDS	RECOMMENDATIONS
			orientate to campus for a specific period of 6 wks students will visit a campus service award to faculty who assist Hawaiians (staff, security guards, etc) sponsor Annual Award to teachers who foster and are sensitive to Hawaiian students showcase staff/faculty who do a good job

APPENDIX C

UNDERREPRESENTATION OF NATIVE HAWAIIANS IN SPECIFIC OCCUPATIONS

25 Mid-Level Supervisory Occupations

25 Entry Journey Level Occupations

25 Most "Available" Occupations

25 Least "Available" Occupations

TABLE C1
25 MID-LEVEL/SUPERVISORY OCCUPATIONS

OCCUPATIONS	WORK FORCE			MALE			FEMALE		
	STATE	HAWAIIAN	%HAWN	STATE	HAWAIIAN	%HAWN	STATE	HAWAIIAN	%HAWN
MANAGERIAL AND PROFESSIONAL SPECIALTY OCCUPATIONS									
Executive, Administrative and Managerial									
Officials and administrators, public	2,031	309	15	1,609	256	16	422	53	12
Officials and administrators, other									
Manufacturing	2,661	128	5	2,003	71	4	658	57	9
Retail trade, self employed	983	44	4	531	6	1	452	38	8
Retail trade, salaried	7,545	485	6	4,778	206	4	2,766	279	10
Other industries	23,081	1,961	8	15,773	1,161	7	7,308	800	11
Management related occupations	12,370	894	7	7,076	438	6	5,294	456	9
Professional Specialty Occupations									
Engineering and Natural Scientists									
Architects	863	8	1	766	8	1	97	0	0
Engineers	3,992	190	5	3,791	170	4	201	20	10
Surveyors and mapping scientists	159	190	14	159	22	14	0	0	0
Natural Scientists and mathematicians	2,295	108	5	1,770	78	4	525	30	6
Health diagnosing occupations	2,563	34	1	2,271	29	1	292	5	2
Health assessment and treating occupations	5,829	261	4	615	35	6	5,214	226	4
Teachers, elementary and secondary	13,650	926	7	3,102	235	8	10,548	691	7
Other teachers, librarians, counselors	6,915	511	7	3,465	226	7	3,450	285	8
Social scientists and urban planners	598	47	8	381	43	11	217	4	2
Social, recreations, religious workers	3,044	229	8	1,571	94	6	1,473	135	9
Lawyers and judges	1,873	95	5	1,597	84	5	276	11	4
Writers, artists, entertainers, athletes	7,154	733	10	4,135	383	9	3,019	350	12
TECHNICAL, SALES AND ADMINISTRATIVE SUPPORT									
Technicians and Related Support Occupations									
Health technologists and technicians	1,841	65	4	568	16	3	1,273	49	4
Licensed practical nurses	1,544	149	10	95	21	22	1,449	128	9
Technologists and technicians, others	8,597	552	6	6,818	392	6	1,779	160	9
Sales Occupations									
Supervisors and proprietors, self employed	1,259	50	4	834	42	5	425	8	2
Supervisors and proprietors, salaried	3,971	241	6	2,507	1,414	6	1,464	100	7
Sales Representatives, Commodities and Finance									
Sales representatives, finance and business	10,660	532	5	6,461	278	4	4,199	254	6
Sales representatives,commodities except retail	4,493	213	5	3,144	147	5	1,349	66	5
TOTAL: 25 OCCUPATIONS	129,971	8,787	7	75,821	5,855	8	54,150	4,205	8

TABLE C2
25 ENTRY/JOURNEY LEVEL OCCUPATIONS

OCCUPATIONS	WORK FORCE			MALE			FEMALE		
	STATE	HAWAIIAN	%HAWN	STATE	HAWAIIAN	%HAWN	STATE	HAWAIIAN	%HAWN
FARMING, FORESTRY AND FISHING OCCUPATIONS									
Farm operators and managers	2,486	213	8	1,956	162	8	530	51	10
Farm occupations, except managerial	6,252	762	12	4,594	655	14	1,658	107	6
Related agricultural occupations	4,633	880	19	4,083	771	19	550	109	20
Forestry and logging operations	85	11	13	67	11	16	18	0	0
Fishers, hunters and trappers	698	82	11	669	82	12	29	0	0
PRECISION PRODUCTION, CRAFT AND REPAIR OCCUPATIONS									
Auto mechanics and repairers	4,674	513	10	4,555	500	11	119	13	11
Mechanics and repairers, except auto	11,322	1,194	10	10,987	1,172	11	335	22	6
Carpenters	6,448	425	7	6,373	421	7	525	30	6
Construction trades, except carpenters	14,660	2,064	14	14,432	2,039	14	228	25	11
Precision Production Occupations									
Supervisors, production workers	3,477	383	11	2,748	319	12	729	64	9
Precision metal working occupations	1,914	135	7	1,671	124	7	243	11	5
Plant and system operators	823	117	14	818	117	14	5	0	0
Other precision production occupations	4,778	268	6	2,571	162	6	2,207	106	5
OPERATORS, FABRICATORS AND LABORERS									
Machine Operators, Assemblers and Inspectors									
Machine operators and tenders	9,852	1,024	10	5,277	573	11	4,575	451	10
Fabricators, assemblers, handworkers	3,362	500	15	2,698	380	14	664	120	18
Production inspectors,testers,samplers,weighers	786	104	13	295	53	18	491	51	10
Transportation and Material Moving Occupations									
Motor vehicle operators	11,858	2,967	25	10,896	2,537	23	962	430	45
Transportation occupations	614	114	19	574	106	18	40	8	20
Material moving equipment operators	3,958	1,180	30	3,828	1,120	29	130	60	46
Handlers, Equipment Cleaners, Helpers, Laborers									
Helpers	1,297	209	16	1,145	174	15	152	35	23
Construction laborers	3,366	652	19	3,268	642	20	98	10	10
Freight, stock and material handlers	4,484	738	16	3,834	664	17	650	74	11
Vehicle washers and equipment cleaners	590	96	16	492	68	14	98	28	29
Miscellaneous manual occupations	8,256	1,052	13	5,973	731	12	2,283	321	14
TOTAL: 25 OCCUPATIONS	110,775	15,708	14	93,906	13,608	14	16,869	2,100	12

TABLE C3
25 MOST "AVAILABLE" OCCUPATIONS

OCCUPATIONS	WORK FORCE			MALE			FEMALE		
	STATE	HAWAIIAN	%HAWN	STATE	HAWAIIAN	%HAWN	STATE	HAWAIIAN	%HAWN
FOOD SERVICES OCCUPATIONS	32,721	3,580	11	13,066	1,055	8	19,655	2,525	13
OTHER ADMINISTRATIVE SUPPORT	30,718	3,594	12	5,900	600	10	24,818	2,994	12
OFFICIALS AND ADMINISTRATORS OTHER INDUSTRIES	23,081	1,961	8	15,773	1,161	7	7,308	800	11
SECRETARIES, STENOGRAPHERS, TYPISTS	18,630	1,585	8	452	24	5	18,178	1,561	8
CLEANING AND BUILDING SERVICES	16,397	2,616	16	8,052	943	12	8,345	1,673	20
SALES WORKERS, COMMODITIES-RETAIL	16,303	1,165	7	4,754	302	6	11,549	863	7
CONSTRUCTION TRADES, EXCEPT CARPENTERS	14,660	2,064	14	14,432	2,039	14	228	25	11
TEACHERS, ELEMENTARY AND SECONDARY	13,650	926	7	3,102	235	8	10,548	691	7
MANAGEMENT RELATED OCCUPATIONS	12,370	894	7	7,076	438	6	5,294	456	9
PERSONAL SERVICE OCCUPATIONS	11,874	1,543	13	4,109	553	13	7,765	990	13
MOTOR VEHICLE OPERATORS	11,858	2,967	25	10,896	2,537	23	962	430	45
MECHANICS AND REPAIRERS, EXCEPT AUTO	11,322	1,194	10	10,987	1,172	11	335	22	7
SALES REPRESENTATIVES, FINANCE AND BUSINESS SERVICES	10,660	532	5	6,461	278	4	4,199	254	6
MACHINE OPERATORS AND TENDERS	9,852	1,024	10	5,277	573	11	4,575	451	10
CASHIERS	8,762	938	11	1,487	158	11	7,275	780	11
TECHNOLOGISTS AND TECHNICIANS, OTHER	8,597	552	6	6,818	392	6	1,779	160	9
MISCELLANEOUS MANUAL OCCUPATIONS	8,256	1,052	13	5,973	731	12	2,283	321	14
BOOKKEEPERS, ACCOUNTING, AUDIT CLERKS	8,198	482	6	1,335	56	4	6,863	426	6
RETAIL TRADE, SALARIED	7,545	485	6	4,779	206	4	2,766	279	10
WRITERS, ARTISTS, ENTERTAINERS, ATHLETES	7,154	733	10	4,135	383	9	3,019	350	12
OTHER TEACHERS, LIBRARIANS, COUNSELORS	6,915	511	7	3,465	226	7	3,450	285	8
MATERIAL RECORDING, SCHEDULING, DISTRIBUTION	6,736	914	14	3,888	485	12	2,848	429	15
CARPENTERS	6,448	425	7	6,373	421	7	75	4	5
FARM OCCUPATIONS, EXCEPT MANAGERIAL	6,252	762	12	4,594	655	14	1,658	107	6
HEALTH ASSESSMENT AND TREATING OCCUPATIONS	5,829	261	4	615	35	6	5,214	226	4
TOTAL: 25 OCCUPATIONS	814,788	32,760	10	153,799	15,658	10	160,999	17,102	11

TABLE C4
25 LEAST "AVAILABLE" OCCUPATIONS

OCCUPATIONS	WORK FORCE			MALE			FEMALE		
	STATE	HAWAIIAN	%HAWN	STATE	HAWAIIAN	%HAWN	STATE	HAWAIIAN	%HAWN
NATURAL SCIENTISTS AND MATHEMATICIANS	2,295	108	5	1,770	78	4	525	30	6
OFFICIALS AND ADMINISTRATORS, PUBLIC ADMINISTRATORS	2,031	309	15	1,609	256	16	422	53	13
PRECISION METAL WORKING OCCUPATIONS	1,914	135	7	1,671	124	7	243	11	5
LAWYERS AND JUDGES	1,873	95	5	1,597	84	5	276	11	4
SALES WORKERS, COMMODITIES EXCEPT RETAIL	1,857	232	12	794	65	8	1,063	167	16
HEALTH TECHNOLOGISTS AND TECHNICIANS	1,841	65	4	568	16	3	1,273	49	4
PRIVATE HOUSEHOLD OCCUPATIONS	1,547	126	8	171	9	5	1,376	117	9
LICENSED PRACTICAL NURSES	1,544	149	10	95	21	22	1,449	128	9
FINANCIAL RECORDS PROCESSING	1,534	133	9	293	14	5	1,241	119	10
HELPERS	1,297	209	16	1,145	174	15	152	35	23
SUPERVISORS AND PROPRIETORS, SELF-EMPLOYED	1,259	50	4	834	42	5	425	81	18
COMPUTER EQUIPMENT OPERATORS	1,114	120	11	534	54	10	580	66	11
OTHER PROTECTIVE SERVICES	1,036	280	27	935	236	25	101	44	44
RETAIL TRADE, SELF-EMPLOYED	983	44	4	531	6	1	452	38	8
ARCHITECTS	863	8	1	766	8	1	97	0	0
PLANT AND SYSTEM OPERATORS	823	117	14	818	117	14	5	0	0
PRODUCTION INSPECTORS, TESTERS, SAMPLERS, WEIGHERS	786	104	13	295	53	18	491	51	10
FISHERS, HUNTERS AND TRAPPERS	698	114	12	669	82	12	29	0	0
TRANSPORTATION OCCUPATIONS	614	114	19	574	106	18	40	8	20
SOCIAL SCIENTISTS AND URBAN PLANNERS	598	47	8	381	43	11	217	4	2
VEHICLE WASHERS AND EQUIPMENT CLEANERS	590	96	16	492	68	14	98	28	29
SALES RELATED OCCUPATIONS	170	6	4	29	0	0	141	6	4
SURVEYORS AND MAPPING SCIENTISTS	159	22	14	159	22	14	0	0	0
EXTRACTIVE OCCUPATIONS	102	25	25	102	25	25	0	0	0
FORESTRY AND LOGGING OCCUPATIONS	85	11	13	67	11	16	18	0	0
TOTAL: 25 OCCUPATIONS	27,613	2,687	10	16,899	1,714	10	70,714	1,046	10

APPENDIX D

RETENTION AND COMPLETION OF NATIVE HAWAIIAN STUDENTS

UNIVERSITY OF HAWAI'I COMMUNITY COLLEGES

FALL 1982 NATIVE HAWAIIAN FRESHMEN

Information for this report summarizes data on Hawaiian students entering the community colleges in Fall 1982. The information cited was extracted from the Student Personal History Files (SPHF) for the semesters between and including Fall 1982 and Fall 1986. A system was developed to retrieve data on student characteristics: program enrollment, educational objective, GPR, leavers/continuers.

HIGHLIGHTS OF DATA

Hawai'i Community College (Table 1)

...163 entering Hawaiian Freshmen in Fall, 1982, 106 (65%) females, 57 (35%) males

...22 (13.5%) females and 15 (9.2%) males left after the first year; 84 (51.5%) females and 42 (25.8%) males continued after the first year

...74 (45.4%) students enrolled in Liberal Arts, 74 (45.4%) enrolled in Vocational Education Programs

...37 (22.7%) students left after the first year, 13 (8%) left the Liberal Arts Program, 12 (7.4%) left Vocational Education Programs; 5 (3.1%) students who left were pursuing an AS degree, and 13 (8%) an AA degree.

...126 (77.3%) students continued after the first year, 61 (37.4%) continued the Liberal Arts Program, 62 (38%) continued Vocational Education Programs; 50 (30.7%) who continued were pursuing an AS degree, and 61 (37.4%) an AA degree.

...26 (16%) students graduated by Spring, 1986

Honolulu Community College (Table 2)

...155 entering Hawaiian Freshmen in Fall, 1982, 71 (45.8%) females, 84 (54.2%) males

...25 (16.1%) females and 32 (20.6%) males left after the first year; 46 (29.7%) females and 52 (33.5%) males continued after the first year

...38 (24.5%) students enrolled in Liberal Arts, 108 (69.7%) enrolled in Vocational Education Programs

(Cont. Honolulu CC data)

...57 (36.8%) students left after the first year, 13 (8.4%) left the Liberal Arts Program, 36 (23.3%) left Vocational Education Programs; 28 (18.1%) students who left were pursuing an AS degree, and 13 (8.4%) an AA degree

...98 (63.2%) student continued after the first year, 25 (16.1%) continued in the Liberal Arts Program, 72 (46.5%) continued in Vocational Education Programs; 59 (38.1%) who continued were pursuing an AS degree, and 25 (16.1%) an AA degree

...8 (5.2%) students were continuing college as of Fall, 1986

...8 (5.2%) student graduated by Spring, 1986; 2 graduated in Liberal Arts, and 6 in Vocational Education Programs (Table 9)

Kapi'olani Community College (Table 3)

...149 entering Hawaiian Freshmen in Fall, 1982, 102 (68.5%) females, 47 (31.5%) males

...44 (29.5%) females and 17 (11.4%) males left after the first year; 58 (38.9%) females and 30 (20.1%) males continued after the first year

...70 (47%) students enrolled in Liberal Arts, 72 (48.3%) enrolled in Vocational Education Programs

...61 (40.9%) students left after the first year, 22 (14.8%) left the Liberal Arts Program, 36 (24.2%) left Vocational Education Programs; 21 (14.1%) students who left were pursuing an AS degree, and 22 (14.8%) an AA degree

...88 (59.1%) students continued after the first year, 48 (32.2%) continued the Liberal Arts Program, 36 (24.2%) continued Vocational Education Programs; 23 (15.4%) who continued were pursuing an AS degree, and 48 (32.2%) an AA degree

...1 (0.7%) student was continuing college as of Fall, 1986

...11(7.4%) student graduated by Spring, 1985; 8 of these students graduated by Spring, 1983

Leeward Community College (Table 4)

...228 entering Hawaiian Freshmen in Fall, 1982, 123 (53.9%) females, 105 (46.1%) males

...50 (21.9%) females and 47 (20.6%) males left after the first year; 73 (32%) females and 58 (25.4%) males continued after the first year

(Cont. Leeward CC data)

...11 (48.7%) students enrolled in Liberal Arts, 91 (39.9%) enrolled in Vocational Education Programs

...97 (42.5%) student left after the first year, 43 (18.9%) left the Liberal Arts Program, 37 (16.2%) left Vocational Education Programs; 29 (12.7%) students who left were pursuing an AS degree, and 43 (18.9%) an AA degree

...131 (57.5%) students contined after the first year, 68 (29.8%) continued in the Liberal Arts Program, 54 (23.7%) continued in Vocational Education Programs; 40 (17.5%) who continued were pursuing an AS degree, and 68 (29.8%) an AA degree

...8 (3.5%) students were continuing college as of Fall, 1986

...17 (7.5%) students graduated by Fall, 1986

Windward Community College (Table 5)

...94 entering Hawaiian Freshmen in Fall, 1982, 57 (60.6%) females, 37 (39.4%) males

...24 (25.5%) females and 18 (19.1%) males left after the first year;
33 (35.1%) females and 19 (20.2%) males continued after the first year

...55 (58.5%) students enrolled in the Liberal Arts Program, 16 (17%) enrolled in Vocational Education Programs, and 22 (23.4%) were Unclassified

...42 (44.7%) students left after the first year, 20 (21.3%) left the Liberal Arts Program, 10 (10.6%) left Vocational Education Programs and 10 (10.6%) who left were Unclassified; 2 (2.1%) students who left were pursuing an AS degree, 20 (21.3%) an AA degree, and 12 (12.8%) Non Degrees

...52 (55.3%) students continued after the first year, 35 (37.2%) continued in Liberal Arts, 6 (6.4%) continued in Vocational Education, and 12 (12.8%) who continued were Unclassified; 3 (3.2%) who continued were pursuing an AS degree, 35 (37.2%) an AA degree, and 10 (10.6%) Non Degrees

...4 (4.3%) students were continuing college as of Fall, 1986

...7 (7.4%) students graduated by the end of 7 semesters; 6 graduated in the area of Liberal Arts (Table 9)

Maui Community College (Table 6)

...166 entering Hawaiian Freshmen in Fall, 1982, 102 (61.4%) females, 64 (38.6%) males

...48 (28.9%) females, and 38 (22.9%) males left after the first year;
54 (32.5%) females and 26 (15.7%) males continued after the first year

(Cont. MCC data)

...25 (15.1%) students enrolled in Liberal Arts, 79 (47.6%) enrolled in Vocational Education Programs, 57 (34.3%) were Unclassified

...86 (51.8%) students left after the first year, 9 (5.4%) left the Liberal Arts Program, 33 (19.9%) left Vocational Education Programs and 41 (24.7%) students who left were Unclassified; 24 (14.5%) students who left were pursuing an AS degree, 9 (5.4%) an AA degree, and 41 (24.7%) Non Degrees

...80 (48.2%) students continued after the first year, 16 (9.6%) continued in the Liberal Arts Program, 46 (27.7%) continued in the Vocational Education Programs, and 16 (9.6%) who continued were unclassified; 36 (21.7%) who continued were pursuing an AS degree, 16 (9.6%) an AA degree, and 16 (9.6%) Non Degrees

...7 (4.2%) students were continuing college as of Fall, 1986

...11 (6.6%) students graduated by Fall, 1985

Kaua'i Community College (Table 7)

...48 entering Hawaiian Freshmen in Fall, 1982, 23 (47.9%) females, 25 (52.1%) males

...12 (25%) females, and 11 (22.9%) males left after the first year; 11 (22.9%) females,and 14 (29.2%) males continued after the first year

...20 (41.7%) students enrolled in Liberal Arts, 13 (27.1%) enrolled in Vocational Education Programs, and 15 (31.3%) were Unclassified

...23 (47.9%) students left after the first year, 6 (12.5%) left the Liberal Arts Program, 5 (10.4%) left Vocational Education Programs, and 12 (25%) who were left were Unclassified; 6 (12.5%) students who left were pursuing an AA degree, 12 (25%) Non Degrees, and 5 (10.4%) Certificates of Achievement

...25 (52.1%) students continued after the first year, 14 (29.2%) continued the Liberal Arts Program, 8 (16.7%) continued in the Vocational Education Programs, and 3 (6.3%) who continued were Unclassified; 5 (10.4% who continued were pursuing an AS degree, 14 (29.2%) an AA degree, 3 (6.3%) Non Degrees, and 3 (6.3%) Certificates of Achievement

...1 (2.1%) student had continued college an was enrolled in Fall, 1986

...4 (8.3%) students graduated by Fall, 1986

Community College Systemwide Total (Tables 8 & 9)

...1003 entering Hawaiian Freshmen in Fall, 1982, 584 (58.2%) females, 419 (41.8%) males

...225 (22.4%) females and 178 (17.7%) males left after the first year; 359 (35.8%) females and 241 (@4%) males continued after the first year

...393 (39.2%) students enrolled in Liberal Arts, 453 (45.2%) enrolled in Vocational Education Programs, and 142 (14.2%) were Unclassified

...403 (40.2%) left after the first year, 126 (12.6%) left the Liberal Arts Program, 169 (16.8%) left Vocational Education Programs and 98 (9.8%) who left were Unclassified; 109 (10.9%) students who left were pursuing an AS degree, 126 (12.6%) an AA degree, 98 (9.8%) Non Degrees, and 53 (5.3%) Certificates of Achievement

...600 (59.8%) students continued after the first year, 267 (26.6%) continued the Liberal Arts Program, 284 (28.3%) continued in the Vocational Education Program, and 44 (4.4%) who continued were Unclassified; 216 (21.5%) who continued were pursuing an AS degree, 267 (26.6%) an AA degree, 44 (4.4%) Non Degrees and 58 (5.8%) Certificates of Achievement

...29 (2.9%) students were continuing college as of Fall, 1986

...84 (8.4%) students graduated by Fall, 1986; 20 graduated in Liberal Arts, 63 graduated in Vocational Education Programs, and 1 was Unclassified

HAWAII COMMUNITY COLLEGE
FALL 1982 HAWAIIAN FRESHMEN
TABLE 1

HAWAII CC	SPRING 1983		FALL 1983		SPRING 1984		FALL 1984		SPRING 1985		FALL 1985		SPRING 1986		FALL 1986	
(F82 ENROLLMENT 163)	lvrs	cont	lvrs	cont	lvrs	cont	lvrs	cont	lvrs	cont	lvrs	cont	lvrs	cont	lvrs	cont
TOTAL	37	126	46	81	10	75	25	32	4	22	5	11	5	2	1	0
(lvr/cont rates by %)	22.7%	77.3%	36.2%	63.8%	11.8%	88.2%	43.9%	56.1%	15.4%	84.6%	31.3%	68.8%	71.4%	28.6%	100.0%	0.0%
GRADUATES PER SEMESTER		1				15		3		3		3		1		
PROGRAM AREA																
INDUSTRIAL ED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LIBERAL ARTS	13	61	28	26	5	22	12	10	0	12	4	5	2	0	0	0
VOCATIONAL EDUCATION	12	62	15	54	5	51	12	21	4	8	0	6	3	1	1	0
Business	7	33	10	27	2	27	7	17	3	8	0	5	3	0	0	0
Food Services	0	6	1	6	1	5	3	1	1	0	0	0	0	0	0	0
Health Services	0	1	1	1	0	1	1	0	0	0	0	1	0	1	1	0
Public Services	2	2	0	2	1	1	0	1	0	0	0	0	0	0	0	0
Technology	3	20	3	18	1	17	1	2	0	0	0	0	0	0	0	0
UNCLASSIFIED	9	2	2	0	0	0	0	0	0	0	0	0	0	1	0	0
SPECIAL	3	1	1	1	0	2	1	0	0	1	0	0	0	0	0	0
NO DATA	0	0	0	0	0	0	0	1	0	1	1	0	0	0	0	0
EDUCATIONAL OBJECTIVE																
Non Degree	9	2	2	0	0	0	0	1	0	1	1	0	0	0	0	0
Special Programs	3	1	1	1	0	2	1	0	0	1	0	0	0	0	0	0
Cert. of Completion	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Cert. of Achievement	7	12	4	11	1	13	3	7	1	4	0	3	1	2	1	0
Associate in Science	5	50	11	43	4	38	9	14	3	4	0	3	2	0	0	0
Associate in Arts	13	61	28	26	5	22	12	10	0	12	4	5	2	0	0	0
CUMULATIVE GPR																
Under 2.0	18	32	23	12	5	11	8	5	3	4	2	4	4	0	0	0
2.0 and Above	13	93	22	69	5	64	17	27	1	18	3	7	1	2	1	0
No Data	6	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0
SEX																
Female	22	84	33	51	7	47	19	24	3	18	5	8	4	2	1	0
Male	15	42	13	30	3	28	6	8	1	4	0	3	1	0	0	0

Notes: 1) Students are coded on record as freshmen and have less than 20 credits.
2) % of Leavers/Continuers may not add to 100% due to no. of graduates/weavers (students in/out/back in college).

HONOLULU COMMUNITY COLLEGE
FALL 1982 HAWAIIAN FRESHMEN
TABLE 2

HONOLULU CC	SPRING 1983		FALL 1983		SPRING 1984		FALL 1984		SPRING 1985		FALL 1985		SPRING 1986		FALL 1986	
(F82 ENROLLMENT 155)	lvrs	cont	lvrs	cont	lvrs	cont	lvrs	cont	lvrs	cont	lvrs	cont	lvrs	cont	lvrs	cont
TOTAL	57	98	42	57	22	44	17	26	3	21	5	13	3	11	3	8
(lvr/cont rates by %)	36.8%	63.2%	42.4%	57.6%	33.3%	66.7%	39.5%	60.5%	12.5%	87.5%	27.8%	72.2%	21.4%	78.6%	27.3%	72.7%
GRADUATES PER SEMESTER						3				4				1		
PROGRAM AREA																
INDUSTRIAL ED	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0
LIBERAL ARTS	13	25	11	14	6	12	4	9	0	9	2	4	1	4	2	3
VOCATIONAL EDUCATION	36	72	30	43	16	31	13	16	3	11	2	8	1	7	1	5
Business	3	2	0	2	0	2	0	2	1	1	0	1	0	1	0	0
Food Services	1	1	0	1	0	1	0	1	0	1	0	0	0	0	0	0
Health Services	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public Services	8	17	9	9	4	8	5	3	1	1	1	1	0	1	0	1
Technology	24	52	21	31	12	20	8	10	1	8	1	6	1	5	1	4
UNCLASSIFIED	7	1	1	0	0	1	0	1	0	1	1	0	0	0	0	0
SPECIAL	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NO DATA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EDUCATIONAL OBJECTIVE																
Non Degree	7	1	1	0	0	1	0	1	0	1	1	0	0	0	0	0
Special Programs	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Cert. of Completion	1	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0
Cert. of Achievement	7	11	3	1	0	3	0	1	1	1	0	0	0	0	0	0
Associate in Science	28	59	25	42	16	28	13	15	2	10	2	8	1	7	1	5
Associate in Arts	13	25	11	14	6	12	4	9	0	9	2	5	2	4	2	3
CUMULATIVE GPR																
Under 2.0	21	24	16	9	8	4	3	3	1	3	1	4	2	2	1	0
2.0 and Above	15	73	26	48	14	40	14	23	2	18	4	9	1	8	1	8
No Data	21	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0
SEX																
Female	25	46	19	27	10	19	9	12	2	8	3	4	1	3	1	2
Male	32	52	23	30	12	25	8	14	1	13	2	9	2	8	2	6

Notes: 1) Students are coded on record as freshmen and have less than 20 credits.
2) % of Leavers/Continuers may not add to 100% due to no. of graduates/weavers (students in/out/back in college).

KAPIOLANI COMMUNITY COLLEGE
FALL 1982 HAWAIIAN FRESHMEN
TABLE 3

KAPIOLANI CC	SPRING 1983		FALL 1983		SPRING 1984		FALL 1984		SPRING 1985		FALL 1985		SPRING 1986		FALL 1986	
(F82 ENROLLMENT 149)	lvrs	cont	lvrs	cont	lvrs	cont	lvrs	cont	lvrs	cont	lvrs	cont	lvrs	cont	lvrs	cont
TOTAL	61	88	37	45	11	39	16	24	7	16	6	8	4	6	4	1
(lvr/cont rates by %)	40.9%	59.1%	45.1%	54.9%	22.0%	78.0%	40.0%	60.0%	30.4%	69.6%	42.9%	57.1%	40.0%	60.0%	80.0%	20.0%
GRADUATES PER SEMESTER		8						2		1						
PROGRAM AREA																
INDUSTRIAL ED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LIBERAL ARTS	22	48	22	25	7	22	11	10	2	8	3	4	2	3	2	1
VOCATIONAL EDUCATION	36	36	12	18	4	15	5	11	2	8	3	4	1	3	1	0
Business	22	28	12	16	4	13	4	10	2	8	3	4	1	3	1	0
Food Services	8	8	0	1	0	1	1	0	0	0	0	0	0	0	0	0
Health Services	6	0	0	1	0	1	0	1	0	0	0	0	0	0	0	0
Public Services	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Technology	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
UNCLASSIFIED	3	4	3	2	0	2	0	3	3	0	0	0	1	0	1	0
SPECIAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NO DATA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EDUCATIONAL OBJECTIVE																
Non Degree	3	4	3	2	0	2	0	3	3	0	0	0	0	1	1	0
Special Programs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Cert. of Completion	4	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Cert. of Achievement	11	6	3	2	0	1	0	2	1	0	0	0	0	0	0	0
Associate in Science	21	23	9	16	4	14	5	9	1	8	3	4	2	2	1	0
Associate in Arts	22	48	22	25	7	22	11	10	2	8	3	4	2	3	2	1
CUMULATIVE GPR																
Under 2.0	44	37	25	10	6	9	6	5	3	2	1	3	2	2	2	0
2.0 and Above	11	51	12	35	5	30	10	19	4	14	5	5	2	4	2	1
No Data	6	0	0	0	0	0	0	0	0	0	0	0				
SEX																
Female	44	58	26	30	8	25	11	16	6	9	5	6	2	5	3	1
Male	17	30	11	15	3	14	5	8	1	7	1	2	2	1	1	0

Notes: 1) Students are coded on record as freshmen and have less than 20 credits.
2) % of Leavers/Continuers may not add to 100% due to no. of graduates/weavers (students in/out/back in college).

LEEWARD COMMUNITY COLLEGE
FALL 1982 HAWAIIAN FRESHMEN
TABLE 4

LEEWARD CC	SPRING 1983		FALL 1983		SPRING 1984		FALL 1984		SPRING 1985		FALL 1985		SPRING 1986		FALL 1986	
(F82 ENROLLMENT 228)	lvrs	cont	lvrs	cont	lvrs	cont	lvrs	cont	lvrs	cont	lvrs	cont	lvrs	cont	lvrs	cont
TOTAL	97	131	49	89	21	72	24	52	13	33	7	20	7	14	5	8
(lvr/cont rates by %)	42.5%	57.5%	35.5%	64.5%	22.6%	77.4%	31.6%	68.4%	28.3%	71.7%	25.9%	74.1%	33.3%	66.7%	38.5%	61.5%
GRADUATES PER SEMESTER				3				6		4		1		1		2
PROGRAM AREA																
INDUSTRIAL ED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LIBERAL ARTS	43	68	27	48	8	42	11	29	7	20	5	13	3	10	4	3
VOCATIONAL EDUCATION	37	54	17	38	12	26	11	20	3	12	1	6	3	4	1	4
Business	21	36	14	22	9	13	8	10	2	6	0	5	2	4	1	4
Food Services	4	1	0	2	1	0	0	0	0	0	0	0	0	0	0	0
Health Services	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public Services	2	3	0	4	0	5	1	4	0	2	1	0	0	0	0	0
Technology	10	14	3	10	2	8	2	6	1	4	0	1	1	0	0	0
UNCLASSIFIED	14	8	4	3	1	4	2	3	3	1	1	1	1	0	0	1
SPECIAL	3	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0
NO DATA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EDUCATIONAL OBJECTIVE																
Non Degree	14	8	4	3	1	4	2	3	3	1	1	1	1	0	0	1
Special Programs	3	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Cert. of Completion	0	0	0	2	0	0	0	2	0	0	0	0	0	0	0	1
Cert. of Achievement	8	14	6	8	4	3	2	0	0	0	0	0	0	1	0	0
Associate in Science	29	40	11	28	8	23	9	18	3	12	1	6	3	3	1	3
Associate in Arts	43	68	27	48	8	42	11	29	7	20	5	13	3	10	4	3
CUMULATIVE GPR																
Under 2.0	5	14	3	10	4	6	1	3	1	1	1	1	1	0	0	0
2.0 and Above	45	112	43	77	15	66	23	49	12	32	6	19	6	14	5	8
No Data	47	5	3	2	2	0	0	0	0	0	0	0	0	0	0	0
SEX																
Female	50	73	31	45	12	34	14	24	7	12	4	5	3	5	3	4
Male	47	58	18	44	9	38	10	28	6	21	3	15	4	9	2	4

Notes: 1) Students are coded on record as freshmen and have less than 20 credits.
2) % of Leavers/Continuers may not add to 100% due to no. of graduates/weavers (students in/out/back in college).

WINDWARD COMMUNITY COLLEGE
FALL 1982 HAWAIIAN FRESHMEN
TABLE 5

WINDWARD CC	SPRING 1983		FALL 1983		SPRING 1984		FALL 1984		SPRING 1985		FALL 1985		SPRING 1986		FALL 1986	
(F82 ENROLLMENT 94)	lvrs	cont	lvrs	cont	lvrs	cont	lvrs	cont	lvrs	cont	lvrs	cont	lvrs	cont	lvrs	cont
TOTAL	42	52	25	27	6	22	10	12	4	4	1	3	1	3	1	4
(lvr/cont rates by %)	44.7%	55.3%	48.1%	51.9%	21.4%	78.6%	45.5%	54.5%	50.0%	50.0%	25.0%	75.0%	25.0%	75.0%	20.0%	80.0%
GRADUATES PER SEMESTER						1		3		1		2				
PROGRAM AREA																
INDUSTRIAL ED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LIBERAL ARTS	20	35	13	22	4	18	9	9	2	3	0	3	1	2	0	4
VOCATIONAL EDUCATION	10	6	5	1	0	1	0	0	0	0	0	0	0	0	0	0
Business	9	6	5	1	0	1	0	0	0	0	0	0	0	0	0	0
Food Services	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Health Services	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public Services	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Technology	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
UNCLASSIFIED	12	10	6	4	2	3	1	3	2	1	1	0	0	1	1	0
SPECIAL	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0
NO DATA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EDUCATIONAL OBJECTIVE																
Non Degree	12	10	6	4	2	3	1	3	2	1	1	0	0	1	1	0
Special Programs	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Cert. of Completion	2	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Cert. of Achievement	6	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate in Science	2	3	2	1	0	1	0	0	0	0	0	0	0	0	0	0
Associate in Arts	20	35	13	22	4	18	9	9	2	3	0	3	1	2	0	4
CUMULATIVE GPR																
Under 2.0	14	18	10	8	4	5	3	2	2	0	0	0	0	1	0	1
2.0 and Above	10	34	15	19	2	17	7	10	2	4	1	3	1	2	1	3
No Data	18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SEX																
Female	24	33	17	16	2	14	6	7	2	2	0	2	1	2	1	2
Male	18	19	8	11	4	8	4	5	2	2	1	1	0	1	0	2

Notes: 1) Students are coded on record as freshmen and have less than 20 credits.
2) % of Leavers/Continuers may not add to 100% due to no. of graduates/weavers (students in/out/back in college).

MAUI COMMUNITY COLLEGE
FALL 1982 HAWAIIAN FRESHMEN
TABLE 6

MAUI CC	SPRING 1983		FALL 1983		SPRING 1984		FALL 1984		SPRING 1985		FALL 1985		SPRING 1986		FALL 1986	
(F82 ENROLLMENT 166)	lvrs	cont	lvrs	cont	lvrs	cont	lvrs	cont	lvrs	cont	lvrs	cont	lvrs	cont	lvrs	cont
TOTAL	86	80	30	57	17	41	15	27	6	19	9	9	5	7	3	7
(lvr/cont rates by %)	51.8%	48.2%	34.5%	65.5%	29.3%	70.7%	35.7%	64.3%	24.0%	76.0%	50.0%	50.0%	41.7%	58.3%	30.0%	70.0%
GRADUATES PER SEMESTER		1		1		4		2		2		1				
PROGRAM AREA																
INDUSTRIAL ED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LIBERAL ARTS	9	16	7	11	3	8	3	3	1	2	1	2	1	3	1	1
VOCATIONAL EDUCATION	33	46	12	37	8	31	11	20	2	15	6	6	4	2	1	4
Business	8	17	5	13	2	12	1	11	1	9	3	2	1	1	0	1
Food Services	4	11	4	6	2	4	3	2	0	1	0	1	1	0	0	0
Health Services	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Public Services	5	6	0	8	3	6	2	3	1	2	0	3	2	1	1	1
Technology	16	11	3	9	1	9	5	4	0	3	3	0	0	0	0	1
UNCLASSIFIED	41	16	10	9	6	2	1	4	3	2	2	1	0	2	1	2
SPECIAL	3	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0
NO DATA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EDUCATIONAL OBJECTIVE																
Non Degree	41	16	10	9	6	2	1	4	3	2	2	1	0	2	1	2
Special Programs	3	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Cert. of Completion	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Cert. of Achievement	9	10	2	9	1	7	3	5	0	5	2	1	1	0	0	1
Associate in Science	24	36	10	28	7	24	8	15	2	10	4	5	3	2	1	3
Associate in Arts	9	16	7	11	3	8	3	3	1	2	1	2	1	3	1	1
CUMULATIVE GPR																
Under 2.0	5	11	3	6	2	5	4	1	0	1	1	0	0	0	0	0
2.0 and Above	36	64	23	47	13	36	11	26	6	18	8	9	5	7	3	7
No Data	45	5	4	4	2	0	0	0	0	0	0	0	0	0	0	0
SEX																
Female	48	54	18	38	12	27	8	17	4	12	4	6	4	4	2	4
Male	38	26	12	19	5	14	7	10	2	7	5	3	1	3	1	3

Notes: 1) Students are coded on record as freshmen and have less than 20 credits.
2) % of Leavers/Continuers may not add to 100% due to no. of graduates/weavers (students in/out/back in college).

KAUAI COMMUNITY COLLEGE
FALL 1982 HAWAIIAN FRESHMEN
TABLE 7

KAUAI CC	SPRING 1983		FALL 1983		SPRING 1984		FALL 1984		SPRING 1985		FALL 1985		SPRING 1986		FALL 1986	
(F82 ENROLLMENT 48)	lvrs	cont	lvrs	cont	lvrs	cont	lvrs	cont	lvrs	cont	lvrs	cont	lvrs	cont	lvrs	cont
TOTAL	23	25	9	16	6	11	3	7	2	3	1	2	1	2	1	1
(lvr/cont rates by %)	47.9%	52.1%	36.0%	64.0%	35.3%	64.7%	30.0%	70.0%	40.0%	60.0%	33.3%	66.7%	33.3%	66.7%	50.0%	50.0%
GRADUATES PER SEMESTER						1		1		1						1
PROGRAM AREA																
INDUSTRIAL ED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LIBERAL ARTS	6	14	6	7	5	1	1	2	1	1	0	1	0	1	0	1
VOCATIONAL EDUCATION	5	8	1	9	1	10	2	4	0	2	1	0	0	0	0	0
Business	1	4	1	3	0	4	1	2	0	0	0	0	0	0	0	0
Food Services	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Health Services	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0
Public Services	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Technology	4	4	0	5	1	5	1	2	0	2	1	0	0	0	0	0
UNCLASSIFIED	12	3	2	0	0	0	0	1	1	0	0	1	1	1	1	0
SPECIAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NO DATA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EDUCATIONAL OBJECTIVE																
Non Degree	12	3	2	0	0	0	0	1	1	0	0	1	1	1	1	0
Special Programs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Cert. of Completion	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Cert. of Achievement	5	3	1	4	1	4	2	0	0	1	1	0	0	0	0	0
Associate in Science	0	5	0	5	0	6	0	4	0	1	0	0	0	0	0	0
Associate in Arts	6	14	6	7	5	1	1	2	1	1	0	1	0	1	0	1
CUMULATIVE GPR																
Under 2.0	8	5	2	4	2	2	2	0	0	1	1	0	0	0	0	0
2.0 and Above	10	20	7	12	4	9	1	6	1	2	0	2	1	2	1	1
No Data	5	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0
SEX																
Female	12	11	4	7	2	2	1	2	1	0	0	0	0	1	1	0
Male	11	14	5	9	4	9	2	5	1	3	1	2	1	1	0	1

Notes: 1) Students are coded on record as freshmen and have less than 20 credits.
2) % of Leavers/Continuers may not add to 100% due to no. of graduates/weavers (students in/out/back in college).

COMMUNITY COLLEGE SYSTEM
FALL 1982 HAWAIIAN FRESHMEN
TABLE 8

SYSTEMWIDE TOTAL	SPRING 1983		FALL 1983		SPRING 1984		FALL 1984		SPRING 1985		FALL 1985		SPRING 1986		FALL 1986	
(F82 ENROLLMENT 1003)	lvrs	cont	lvrs	cont	lvrs	cont	lvrs	cont	lvrs	cont	lvrs	cont	lvrs	cont	lvrs	cont
TOTAL	403	600	238	372	93	304	110	180	39	118	34	66	26	45	18	29
(lvr/cont rates by %)	40.2%	59.8%	39.0%	61.0%	23.4%	76.6%	37.9%	62.1%	24.8%	75.2%	34.0%	66.0%	36.6%	63.4%	38.3%	61.7%
GRADUATES PER SEMESTER		10		4		24		17		16		7		3		3
PROGRAM AREA																
INDUSTRIAL ED	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0
LIBERAL ARTS	126	267	114	153	38	125	51	72	13	55	15	32	10	23	9	13
VOCATIONAL EDUCATION	169	284	92	200	46	165	54	92	14	56	13	30	12	17	5	13
Business	71	126	47	84	17	72	21	52	9	32	6	17	7	9	2	5
Food Services	17	27	5	16	4	11	7	4	1	2	0	1	1	0	0	0
Health Services	6	2	1	4	0	3	1	1	0	0	0	1	0	1	1	1
Public Services	17	28	9	23	8	20	8	11	2	5	2	4	2	2	1	2
Technology	58	101	30	73	17	59	17	24	2	17	5	7	2	5	1	5
UNCLASSIFIED	98	44	28	18	9	12	4	15	12	5	5	3	3	5	4	3
SPECIAL	10	5	4	1	0	2	1	0	0	1	0	0	0	0	0	0
NO DATA	0	0	0	0	0	0	0	1	0	1	1	0	0	0	0	0
EDUCATIONAL OBJECTIVE																
Non Degree	98	44	28	18	9	12	4	16	12	6	6	3	2	5	4	3
Special Programs	10	5	4	1	0	2	1	0	0	1	0	0	0	0	0	0
Cert. of Completion	7	10	3	2	0	0	0	2	0	0	0	0	0	0	0	1
Cert. of Achievement	53	58	21	35	7	31	10	15	3	11	3	4	2	3	1	1
Associate in Science	109	216	68	163	39	134	44	75	11	45	10	26	11	14	4	11
Associate in Arts	126	267	114	153	38	125	51	72	13	55	15	33	11	23	9	13
CUMULATIVE GPR																
Under 2.0	115	141	82	59	31	42	27	19	10	12	7	12	9	5	3	1
2.0 and Above	140	447	148	307	58	262	83	160	28	106	27	54	17	39	14	28
No Data	148	12	8	6	4	0	0	1	1	0	0	0	0	1	1	0
SEX																
Female	225	359	148	214	53	168	68	102	25	61	21	31	15	22	12	13
Male	178	241	90	158	40	136	42	78	14	57	13	35	11	23	6	16

Notes: 1) Students are coded on record as freshmen and have less than 20 credits.
2) % of Leavers/Continuers may not add to 100% due to no. of graduates/weavers (students in/out/back in college).

COMMUNITY COLLEGE FALL 1982 HAWAIIAN STUDENTS
GRADUATE INFORMATION
TABLE 9

F82 HAWAIIAN STUDENTS	CC TOTAL BY SEM.	HAWAII CC	HONOLULU CC	KAPIOLANI CC	LEEWARD CC	WINDWARD CC	MAUI CC	KAUAI CC
SEM. GRADUATED:								
SPRING 1983	10	1 CLERC		7 FSERV 1 CLERC			1 GOT	
FALL 1983	4				1 AMT 1 CLERC 1 FSERV		1 GOT	
SPRING 1984	24	1 ACC 2 AMT 3 CARP 2 DPRO 3 DRENG 2 EIMT 1 FSER 1 SSCI	1 LBART 1 SMP 1 WELD			1 SSCI	1 AG 1 GOT 1 HSERV 1 LBART	1 CLERC
FALL 1984	17	3 DPRO		1 CLERC 1 LBART	1 AMT 1 HSERV 3 LBART 1 MGT	3 LBART	1 HSERV 1 SSCI	1 MGT
SPRING 1985	16	1 CLERC 2 DPRO	1 BAKE 2 LBART 1 SMP	1 ACC	1 AMT 1 GRAPH 2 LBART	1 LBART	1 FSERV 1 HOPER	1 AMT
FALL 1985	7	1 CLERC 1 DPRO 1 LBART			1 LBART	2 LBART	1 ACC	
SPRING 1986	3	1 UNC	1 SSCI		1 LBART			
FALL 1986	3				1 ICS 1 MGTBK			1 LBART
CC TOTAL	84	26	8	11	17	7	11	4
F82 ENRLMT	1003 STU.	163 STU.	155 STU.	149 STU.	228 STU.	94 STU.	166 STU.	48 STU.
% OF GRADS.	8.4%	16.0%	5.2%	7.4%	7.5%	7.4%	6.6%	8.3%

NO. OF COMMUNITY COLLEGE GRADUATES BY PROGRAM AREA:

LIBERAL ARTS.....20
UNCLASSIFIED.....1
VOCATIONAL EDUCATION....63
BUSINESS TECHNOLOGIES
Accounting.....3
Data Processing.....8
Hotel Operations.....1
Info. & Comp. Sci....1
Management.....3
Secretarial & Related
Clerical.....7
General Ofc. Trng....3
Secretarial Sci.....4
FOOD SERVICE PROGRAMS
Commercial Baking.....1
Food Service.....10
PUBLIC SERVICE PROGRAMS
Human Services.....3
TECHNOLOGY PROGRAMS
Agriculture.....1
Automotive Mech. Tech..6
Carpentry.....3
Commercial Arts
Graphic Arts.....1
Drafting Technology
Drafting & Eng. Aide....3
Elec. Install. & Maint...2
Sheet Metal & Plas.....2
Welding.....1

APPENDIX E

UNIVERSITY OF HAWAI'I COMMUNITY COLLEGES

GRADUATES BY ETHNICITY

UNIVERSITY OF HAWAI'I COMMUNITY COLLEGE GRADUATES

ETHNIC BACKGROUND OF STUDENTS

AY 1982-83 TO AY 1986-87

This report focuses primarily on the number of Hawaiian students graduating in Vocational Education Programs from the University of Hawai'i Community Colleges, which includes Honolulu CC, Kapi'olani CC, Kaua'i CC, Leeward CC, Maui CC, and Windward CC. The source of this data is from UH Report 2545 for five consecutive academic years. Information on enrollment in this report is from the UH Management Information Reports (MIF).

HIGHLIGHTS

AY 1982-83

During AY 1982-83 the number of community college graduates totaled 2,863. 240 (8%) of the total graduating were Hawaiian students.

... AY 1982-83 had the highest enrollment number recorded for the community colleges (MIF Reports 1982-83)

... 181 (75.4%) of all Hawaiian students graduating completed Vocational Education Programs

... 48 (8%) of the total number of graduated in Business Programs were Hawaiian

... 52 (11%) of all graduates in Food Service were Hawaiian

... 13 (5%) of all graduates in Health Services were Hawaiian

... 21 (14%) of all graduates in Public Services were Hawaiian

... 47 (7%) of all graduates in Technology were Hawaiian

AY 1983-84

During AY 1983-84 the number of community college graduates totaled 2,644. This is a decrease of 7.6% over the previous academic year's total of 2,863. 229 (9%) of the total graduating this academic year were Hawaiian students, a decrease of 4.6% from the previous academic year.

... This academic year starts the decline in the number of students enrolled in the community colleges (MIF Reports 1983-84)

(Cont.AY 1983-84)

... 161 (70.3%) of all Hawaiian students graduating this academic year were in Vocational Education Programs, an 11% decrease from the previous academic year

... 47 (9%) of the total number of graduates in Business Programs were Hawaiian, a decrease of 2.1% from the previous academic year

... 26 (10%) of all graduates in Food Services were Hawaiian, a decrease of 50% from the previous academic year. There was a 43.9% (205) decrease in the total number of all students graduating in Food Service Programs

... 18 (8%) of all graduated in Health Services were Hawaiian, an increase of 38.5% over the previous academic year. 10 graduated in Practical Nursing (66.7% increase from the previous year)

... 15 (12%) of all graduates in Public Services were Hawaiian, a 28.6% decrease from the previous academic year

... 55 (8%) of all graduates in Technology Programs were Hawaiian, an increase of 17% over the previous academic year

AY 1984-85

During AY 1984-85 the number of community college graduates totaled 2,609, a decrease of 1.3% from the previous academic years's total of 2,644. 252 (10%) of the total graduating this academic year were Hawaiian students, a 10% increase over the previous academic year.

... This academic year's enrollment marks the second consecutive enrollment decline since the highs set in 1982-83 (MIF Reports 1984-85)

... 184 (73%) of all Hawaiian students graduating this academic year were in Vocational Education Programs, a 13.3% increase from the previous academic year

... 31 (6%) of the total number of graduates in Business Programs were Hawaiian, a 34% decrease from the previous academic year. Data shows that there has been a continual decrease in the total number of graduates in Business Programs since the high in AY 1982-83. 1 (50%) of all students graduating as Payroll Account Clerk (the first in 3 academic years) were Hawaiian

... 48 (14%) of all graduates in Food Services were Hawaiian, an increase of 84.6% from the previous academic year. There was an increase of 85 students (32.4%) in the total number of students graduating in the Food Service Programs, although still not meeting the high in AY 1982-83

... 18 (9%) of all graduates in Health Services were Hawaiian. 2 (15%) of all students graduating in Dental Assisting (the first in 3 academic years) were Hawaiian

(Cont. AY 1984-85)

... 35 (19%) of all graduated in Public Services were Hawaiian, an increase of over 100% from the previous academic year. There was a 55.4% increase in the total number of all graduating in Public Service Programs

... 52 (8%) of all graduated in Technology Programs were Hawaiian, a slight decrease of 5.5% from the previous academic

AY 1985-86

During AY 1985-86 the number of community college graduates totaled 2,593, a slight decrease of 0.6% from the previous academic year's total of 2,609. 267 (10%) of the total graduating this academic year were Hawaiian students, a 6% increase over the previous academic year.

... This academic year's enrollment marks the third consecutive enrollment declined since the highs set in 1982-83 (MIF Reports 1985-86)

... 200 (75%) of all Hawaiian students graduating this academic year had completed Vocational Education Programs, an 8.7% increase from the previous academic year. This academic year marks the highest number of Hawaiian graduated in Vocational Programs in four years

... 45 (9%) of the total number of graduates in Business Programs were Hawaiian, a 45.2% increase from the previous academic year

... 39 (14%) of all graduates in Food Services were Hawaiian, an 18.8% decrease from the previous academic year. There was a 17.6% decrease in the total number of all students graduating in Food Service Programs

... 19 (8%) of all graduates in Health Services were Hawaiian, a 5.6% increase from the previous academic year. 2 (12%) of all graduating in Radiological Technology and 1 (7%) of all graduating in Respiratory Therapy were Hawaiians (the first Hawaiians to graduate in both areas in 4 academic years)

... 26 (18%) of all graduates in Public Services were Hawaiian, a 25.7% decrease from the previous academic year. There was a 21.3% decrease in the total number of all students graduating in Public Service Programs

... 71 (11%) of all graduates in Technology Programs were Hawaiian, a 36.5% increase from the previous academic year. This marks the highest number of Hawaiians graduating in the field of Technology in 4 academic years

AY 1986-87

A high percentage of "No Responses" and a fairly high percentage of "No Data" were found in Report 2545 for AY 1986-87, which may include data for Hawaiian students. Due to inaccurate computer files, the distribution of graduates by ethnicity for this academic year are inaccurate, therefore a report on the number of Hawaiian graduates this year will not follow. It is correct, however, that the total figures shown in each program are reported accurately.

(Cont. AY 1986-87)

During AY 1986-87 the number of community college graduates totaled 2,340, a decrease of 9.8% from the previous academic year's total of 2,593

... Enrollment had been declining each year since the highs set in 1982-83. This academic year marks the first time since then that enrollment has not declined; it stabilized this fall and increased slightly this spring (MIF Reports 1986-87).

SUMMARY

For the five year period considered in this report, AY 1982-83 showed the highest enrollment and graduate numbers in the history of the University of Hawai'i Community Colleges. Since then, however, enrollments have steadily declined, finally stabilizing in AY 1986-87. At the same time, graduation numbers have seen a decline; between AY 1982-83 and AY 1983-84 by 7.6%, between AY 1983-84 and AY 1984-85 by 1.3%, between AY 1984-85 and AY 1985-86 by 0.6%, and between AY 1985-86 and AY 1986-87 by 9.8%.

Although the number of community college graduates has decreased, the percentage of Hawaiian students graduating has slightly increased at the respective rates; 4.6%, 10%, and 6% (no data for AY 1986-87). AY 1985-86 saw the highest number of Hawaiian students graduate during the given five year period. It generally appears that Hawaiian graduation numbers are holding steady.

UNIVERSITY OF HAWAII
COMMUNITY COLLEGE GRADUATES
ACADEMIC YEAR 1982-83

PROGRAM		JAPANESE		CHINESE		FILIPINO		HAWAIIAN		CAUCASIAN		OTHER	
	Total	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%
TOTAL	2863	880	31%	211	7%	411	14%	240	8%	587	21%	534	19%
GENERAL & PRE-PROF ...	780	195	25%	45	6%	78	10%	57	7%	241	31%	164	21%
Liberal Arts	779	195	25%	44	6%	78	10%	57	7%	241	31%	164	21%
Industrial Educ ..	1	0	0%	1	100%	0	0%	0	0%	0	0%	0	0%
VOCATIONAL EDUCATION	2079	684	33%	166	8%	333	16%	181	9%	345	17%	370	18%
Business Education	576	200	35%	48	8%	120	21%	48	8%	62	11%	98	17%
Accounting/Related	143	46	32%	17	12%	28	20%	10	7%	19	13%	23	16%
Accounting	142	45	32%	17	12%	28	20%	10	7%	19	13%	23	16%
Payroll/Acct Clk	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%
Data Processing ..	52	18	35%	5	10%	8	15%	0	0%	12	23%	9	17%
Data Processing	23	9	39%	5	22%	3	13%	0	0%	3	13%	3	13%
Data Proc Oper	12	5	42%	0	0%	3	25%	0	0%	2	17%	2	17%
Info & Comp Sci	17	4	24%	0	0%	2	12%	0	0%	7	41%	4	24%
Finance	7	1	14%	0	0%	0	0%	2	29%	3	43%	1	14%
Sales/Management	153	53	35%	18	12%	34	22%	11	7%	12	8%	25	16%
Hotel Operations	57	21	37%	7	12%	17	30%	5	9%	1	2%	6	11%
Management	48	10	21%	3	6%	14	29%	3	6%	8	17%	10	21%
Mgt (Banking) ..	11	5	45%	0	0%	3	27%	0	0%	1	9%	2	18%
Sales/Marketing	35	16	46%	8	23%	0	0%	3	9%	2	6%	6	17%
Visitor Industry	2	1	50%	0	0%	0	0%	0	0%	0	0%	1	50%
Secretarial & Rel	221	82	37%	8	4%	50	23%	25	11%	16	7%	40	18%
Clerical	55	23	42%	2	4%	15	27%	5	9%	3	5%	7	13%
Clerical Typing	4	0	0%	0	0%	0	0%	3	75%	0	0%	1	25%
Gen Office Train	21	5	24%	0	0%	7	33%	4	19%	0	0%	5	24%
Secretarial Sci	86	40	47%	4	5%	15	17%	8	9%	7	8%	12	14%
Recep/File Clerk	2	0	0%	0	0%	2	100%	0	0%	0	0%	0	0%
Stenography	40	11	28%	2	5%	11	28%	2	5%	3	8%	11	28%
Typist	13	3	23%	0	0%	0	0%	3	23%	3	23%	4	31%
Food Service	467	174	37%	44	9%	60	13%	52	11%	65	14%	72	15%
Cold Food Pantry	127	47	37%	14	11%	15	12%	12	9%	22	17%	17	13%
Commercial Baking	13	7	54%	1	8%	0	0%	0	0%	1	8%	4	31%
Culinary Arts	22	13	59%	0	0%	4	18%	1	5%	2	9%	2	9%
Dining Room	83	33	40%	4	5%	11	13%	9	11%	14	17%	12	14%
Food Service	90	28	31%	11	12%	13	14%	10	11%	10	11%	18	20%
Storeroom Oper ...	78	30	38%	9	12%	7	9%	9	12%	11	14%	12	15%
Short Order Cook	54	16	30%	5	9%	10	19%	11	20%	5	9%	7	13%

1982-1983 GRADUATES CONTINUED

PROGRAM		JAPANESE		CHINESE		FILIPINO		HAWAIIAN		CAUCASIAN		OTHER	
	Total	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%
Health Services	247	56	23%	10	4%	37	15%	13	5%	82	33%	49	20%
Assoc Degree Nurs	37	10	27%	1	3%	1	3%	1	3%	17	46%	7	19%
Dental Assisting	9	1	11%	1	11%	3	33%	0	0%	2	22%	2	22%
Medical Assisting	8	3	38%	1	13%	4	50%	0	0%	0	0%	0	0%
Medical Lab Tech	13	5	38%	2	15%	1	8%	0	0%	2	15%	3	23%
Nurses' Aide Train	74	15	20%	1	1%	19	26%	6	8%	15	20%	18	24%
Nursing	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Occup Therapy Asst	1	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%
Practical Nursing	90	13	14%	2	2%	7	8%	6	7%	45	50%	17	19%
Radiologic Tech ..	12	7	58%	2	17%	1	8%	0	0%	1	8%	1	8%
Resp Therapy	3	2	67%	0	0%	1	33%	0	0%	0	0%	0	0%
Resp Therapy Tech	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Public Services	148	27	18%	11	7%	18	12%	21	14%	33	22%	38	26%
Admin of Justice	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Criminal Justice	7	0	0%	0	0%	1	14%	0	0%	4	57%	2	29%
Early Childhood ..	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Fire Science	25	3	12%	1	4%	2	8%	7	28%	3	12%	9	36%
Human Services ...	41	8	20%	5	12%	5	12%	7	17%	7	17%	9	22%
Legal Assistant ..	10	3	30%	0	0%	1	10%	0	0%	4	40%	2	20%
Library Technology	3	0	0%	0	0%	1	33%	0	0%	2	67%	0	0%
Occ Safety/Health	24	8	33%	3	13%	2	8%	2	8%	4	17%	5	21%
Police Science ...	29	4	14%	1	3%	4	14%	2	7%	8	28%	10	34%
Rec Instructor ...	9	1	11%	1	11%	2	22%	3	33%	1	11%	1	11%
Technology	641	227	35%	53	8%	98	15%	47	7%	103	16%	113	18%
Agriculture	16	4	25%	0	0%	1	6%	3	19%	8	50%	0	0%
Apparel Trades ...	18	8	44%	5	28%	2	11%	1	6%	1	6%	1	6%
Apparel Design	3	1	33%	0	0%	0	0%	1	33%	1	33%	0	0%
Fash Des/Merch	15	7	47%	5	33%	2	13%	0	0%	0	0%	1	7%
Fashion Tech ...	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Applied Trades ...	136	50	37%	10	7%	10	7%	6	4%	36	26%	24	18%
Aviation Maint ...	13	6	46%	1	8%	1	8%	1	8%	2	15%	2	15%
Automotive Tech ..	105	38	36%	8	8%	24	23%	8	8%	9	9%	18	17%
Auto Body Repair	23	9	39%	2	9%	6	26%	1	4%	2	9%	3	13%
Auto Mechanics	82	29	35%	6	7%	18	22%	7	9%	7	9%	15	18%
Bldg/Construc Tech	48	17	35%	3	6%	9	19%	5	10%	4	8%	10	21%
Carpentry	23	6	26%	3	13%	3	13%	3	13%	2	9%	6	26%
Construc Tech ..	1	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%
Elec Inst/Maint	24	11	46%	0	0%	6	25%	1	4%	2	8%	4	17%
Building Maint ...	2	0	0%	0	0%	1	50%	1	50%	0	0%	0	0%
Commercial Arts ..	26	10	38%	1	4%	5	19%	1	4%	4	15%	5	19%
Commercial Art	16	8	50%	1	6%	2	13%	0	0%	2	13%	3	19%
Graphic Art	10	2	20%	0	0%	3	30%	1	10%	2	20%	2	20%
Cosmetology	25	8	32%	5	20%	3	12%	1	4%	1	4%	7	28%
Diesel Machines ..	7	4	57%	1	14%	0	0%	2	29%	0	0%	0	0%
Diesel Mech	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Heavy Eq Maint	7	4	57%	1	14%	0	0%	2	29%	0	0%	0	0%
Drafting Tech	37	6	16%	3	8%	11	30%	7	19%	5	14%	5	14%
Arch Draft Tech	21	2	10%	3	14%	8	38%	4	19%	1	5%	3	14%
Draft/Engr Aide	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Drafting Tech ..	16	4	25%	0	0%	3	19%	3	19%	4	25%	2	13%

1982-1983 GRADUATES CONTINUED

PROGRAM		JAPANESE		CHINESE		FILIPINO		HAWAIIAN		CAUCASIAN		OTHER	
	Total	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%
Electronics	80	36	45%	7	9%	12	15%	2	3%	6	8%	17	21%
Engineering Tech	14	3	21%	1	7%	5	36%	0	0%	2	14%	3	21%
Marine Tech	8	1	13%	0	0%	0	0%	0	0%	6	75%	1	13%
Marine Tech	4	1	25%	0	0%	0	0%	0	0%	3	75%	0	0%
Mar Tec/Diving	2	0	0%	0	0%	0	0%	0	0%	2	100%	0	0%
Mar Tec/Fishing	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Mar Tec/Seaman	1	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%
Mar Tec/Navig ..	1	0	0%	0	0%	0	0%	0	0%	1	100%	0	0%
Mar Tec/Outboard	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Metal Work Trades	81	26	32%	5	6%	11	14%	7	9%	19	23%	13	16%
Machine Shop ...	25	10	40%	1	4%	2	8%	1	4%	7	28%	4	16%
Mar Pipefitter	9	3	33%	1	11%	0	0%	0	0%	4	44%	1	11%
Sheet Metal/Plas	9	3	33%	0	0%	1	11%	2	22%	1	11%	2	22%
Weld/Sheet Metal	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Welding Tech ...	38	10	26%	3	8%	8	21%	4	11%	7	18%	6	16%
Refrig & Air Cond	25	10	40%	3	12%	3	12%	2	8%	0	0%	7	28%
NO DATA	4	1	25%	0	0%	0	0%	2	50%	1	25%	0	0%

UNIVERSITY OF HAWAII
COMMUNITY COLLEGE GRADUATES
ACADEMIC YEAR 1983-84

PROGRAM		JAPANESE		CHINESE		FILIPINO		HAWAIIAN		CAUCASIAN		OTHER	
	Total	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%
TOTAL	2644	777	29%	198	7%	405	15%	229	9%	537	20%	498	19%
GENERAL & PRE-PROF ...	801	205	26%	39	5%	80	10%	68	8%	232	29%	177	22%
Liberal Arts	799	204	26%	39	5%	80	10%	68	9%	232	29%	176	22%
Industrial Educ ..	2	1	50%	0	0%	0	0%	0	0%	0	0%	1	50%
VOCATIONAL EDUCATION	1839	571	31%	158	9%	325	18%	161	9%	303	16%	321	17%
Business Education	515	160	31%	51	10%	115	22%	47	9%	65	13%	77	15%
Accounting/Related	126	27	21%	13	10%	30	24%	11	9%	21	17%	24	19%
Accounting	126	27	21%	13	10%	30	24%	11	9%	21	17%	24	19%
Payroll/Acct Clk	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Data Processing ..	66	22	33%	13	20%	7	11%	1	2%	11	17%	12	18%
Data Processing	21	6	29%	7	33%	3	14%	0	0%	2	10%	3	14%
Data Proc Oper	9	2	22%	2	22%	1	11%	0	0%	1	11%	3	33%
Info & Comp Sci	36	14	39%	4	11%	3	8%	1	3%	8	22%	6	17%
Finance	5	0	0%	0	0%	0	0%	2	40%	2	40%	1	20%
Sales/Management	126	46	37%	11	9%	23	18%	8	6%	23	18%	15	12%
Hotel Operations	36	14	39%	2	6%	9	25%	5	14%	3	8%	3	8%
Management	31	9	29%	5	16%	2	6%	1	3%	9	29%	5	16%
Mgt (Banking) ..	16	6	38%	1	6%	2	13%	0	0%	5	31%	2	13%
Sales/Marketing	38	17	45%	3	8%	6	16%	2	5%	5	13%	5	13%
Visitor Industry	5	0	0%	0	0%	4	80%	0	0%	1	20%	0	0%
Secretarial & Rel	192	65	34%	14	7%	55	29%	25	13%	8	4%	25	13%
Clerical	48	18	38%	3	6%	18	38%	4	8%	1	2%	4	8%
Clerical Typing	8	1	13%	1	13%	1	13%	2	25%	1	13%	2	25%
Gen Office Train	26	4	15%	1	4%	12	46%	4	15%	0	0%	5	19%
Secretarial Sci	75	31	41%	6	8%	15	20%	10	13%	3	4%	10	13%
Recep/File Clerk	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Stenography	27	10	37%	3	11%	9	33%	1	4%	1	4%	3	11%
Typist	8	1	13%	0	0%	0	0%	4	50%	2	25%	1	13%
Food Service	262	91	35%	23	9%	42	16%	26	10%	37	14%	43	16%
Cold Food Pantry	1	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%
Commercial Baking	12	4	33%	1	8%	1	8%	1	8%	2	17%	3	25%
Culinary Arts	32	13	41%	4	13%	4	13%	1	3%	3	9%	7	22%
Dining Room	15	6	40%	1	7%	2	13%	0	0%	2	13%	4	27%
Food Service	201	67	33%	17	8%	35	17%	24	12%	30	15%	28	14%
Storeroom Oper ...	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Short Order Cook	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%

1983-1984 GRADUATES CONTINUED

PROGRAM		JAPANESE		CHINESE		FILIPINO		HAWAIIAN		CAUCASIAN		OTHER	
	Total	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%
Health Services	236	45	19%	8	3%	45	19%	18	8%	77	33%	43	18%
Assoc Degree Nurs	30	1	3%	0	0%	4	13%	2	7%	20	67%	3	10%
Dental Assisting	12	1	8%	1	8%	5	42%	0	0%	3	25%	2	17%
Medical Assisting	11	2	18%	1	9%	4	36%	1	9%	3	27%	0	0%
Medical Lab Tech	9	5	56%	1	11%	1	11%	0	0%	0	0%	2	22%
Nurses' Aide Train	28	3	11%	0	0%	14	50%	4	14%	5	18%	2	7%
Nursing	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Occup Therapy Asst	10	6	60%	1	10%	0	0%	1	10%	1	10%	1	10%
Practical Nursing	107	14	13%	2	2%	15	14%	10	9%	40	37%	26	24%
Radiologic Tech ..	15	4	27%	2	13%	2	13%	0	0%	3	20%	4	27%
Resp Therapy	14	9	64%	0	0%	0	0%	0	0%	2	14%	3	21%
Resp Therapy Tech	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Public Services	121	34	28%	12	10%	6	5%	15	12%	31	26%	23	19%
Admin of Justice	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Criminal Justice	6	1	17%	0	0%	0	0%	1	17%	4	67%	0	0%
Early Childhood ..	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Fire Science	18	4	22%	1	6%	1	6%	5	28%	3	17%	4	22%
Human Services ...	41	8	20%	7	17%	2	5%	6	15%	11	27%	7	17%
Legal Assistant ..	25	12	48%	1	4%	1	4%	0	0%	7	28%	4	16%
Library Technology	1	0	0%	0	0%	0	0%	0	0%	1	100%	0	0%
Occ Safety/Health	5	1	20%	1	20%	1	20%	0	0%	1	20%	1	20%
Police Science ...	16	6	38%	1	6%	1	6%	2	13%	1	6%	5	31%
Rec Instructor ...	9	2	22%	1	11%	0	0%	1	11%	3	33%	2	22%
Technology	705	241	34%	64	9%	117	17%	55	8%	93	13%	135	19%
Agriculture	19	1	5%	0	0%	1	5%	4	21%	8	42%	5	26%
Apparel Trades ...	26	8	31%	5	19%	8	31%	1	4%	1	4%	3	12%
Apparel Design	5	1	20%	0	0%	3	60%	0	0%	0	0%	1	20%
Fash Des/Merch	21	7	33%	5	24%	5	24%	1	5%	1	5%	2	10%
Fashion Tech ...	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Applied Trades ...	127	46	36%	9	7%	12	9%	7	6%	23	18%	30	24%
Aviation Maint ...	19	2	11%	2	11%	3	16%	6	32%	3	16%	3	16%
Automotive Tech ..	115	47	41%	10	9%	26	23%	6	5%	9	8%	17	15%
Auto Body Repair	17	6	35%	1	6%	9	53%	1	6%	0	0%	0	0%
Auto Mechanics	98	41	42%	9	9%	17	17%	5	5%	9	9%	17	17%
Bldg/Construc Tech	52	20	38%	3	6%	13	25%	4	8%	4	8%	8	15%
Carpentry	19	8	42%	3	16%	3	16%	3	16%	1	5%	1	5%
Construc Tech ..	2	1	50%	0	0%	0	0%	0	0%	1	50%	0	0%
Elec Inst/Maint	31	11	35%	0	0%	10	32%	1	3%	2	6%	7	23%
Building Maint ...	6	1	17%	0	0%	2	33%	1	17%	2	33%	0	0%
Commercial Arts ..	44	15	34%	4	9%	7	16%	2	5%	7	16%	9	20%
Commercial Art	24	11	46%	4	17%	1	4%	2	8%	4	17%	2	8%
Graphic Art	20	4	20%	0	0%	6	30%	0	0%	3	15%	7	35%
Cosmetology	26	14	54%	4	15%	0	0%	1	4%	3	12%	4	15%
Diesel Machines ..	10	2	20%	2	20%	1	10%	4	40%	1	10%	0	0%
Diesel Mech	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Heavy Eq Maint	10	2	20%	2	20%	1	10%	4	40%	1	10%	0	0%
Drafting Tech	52	16	31%	4	8%	13	25%	3	6%	4	8%	12	23%
Arch Draft Tech	34	9	26%	4	12%	10	29%	1	3%	2	6%	8	24%
Draft/Engr Aide	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Drafting Tech ..	18	7	39%	0	0%	3	17%	2	11%	2	11%	4	22%

1983-1984 GRADUATES CONTINUED

PROGRAM		JAPANESE		CHINESE		FILIPINO		HAWAIIAN		CAUCASIAN		OTHER	
	Total	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%
Electronics	69	21	30%	10	14%	8	12%	4	6%	8	12%	18	26%
Engineering Tech	9	5	56%	0	0%	0	0%	1	11%	1	11%	2	22%
Marine Tech	10	1	10%	1	10%	2	20%	0	0%	4	40%	2	20%
Marine Tech	6	1	17%	1	17%	1	17%	0	0%	2	33%	1	17%
Mar Tec/Diving	3	0	0%	0	0%	0	0%	0	0%	2	67%	1	33%
Mar Tec/Fishing	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Mar Tec/Seaman	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Mar Tec/Navig ..	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Mar Tec/Outboard	1	0	0%	0	0%	1	100%	0	0%	0	0%	0	0%
Metal Work Trades	88	26	30%	8	9%	15	17%	10	11%	13	15%	16	18%
Machine Shop ...	32	12	38%	2	6%	2	6%	4	13%	5	16%	7	22%
Mar Pipefitter	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Sheet Metal/Plas	15	5	33%	3	20%	3	20%	1	7%	1	7%	2	13%
Weld/Sheet Metal	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Welding Tech ...	41	9	22%	3	7%	10	24%	5	12%	7	17%	7	17%
Refrig & Air Cond	33	16	48%	2	6%	6	18%	1	3%	2	6%	6	18%
NO DATA	4	1	25%	1	25%	0	0%	0	0%	2	50%	0	0%

UNIVERSITY OF HAWAII
COMMUNITY COLLEGE GRADUATES
ACADEMIC YEAR 1984-85

PROGRAM		JAPANESE		CHINESE		FILIPINO		HAWAIIAN		CAUCASIAN		OTHER	
	Total	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%
TOTAL	2609	759	29%	200	8%	417	16%	252	10%	507	19%	474	18%
GENERAL & PRE-PROF ...	731	171	23%	45	6%	81	11%	68	9%	225	31%	141	19%
Liberal Arts	731	171	23%	45	6%	81	11%	68	9%	225	31%	141	19%
Industrial Educ ..	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
VOCATIONAL EDUCATION	1877	588	31%	155	8%	336	18%	184	10%	281	15%	333	18%
Business Education	505	158	31%	45	9%	113	22%	31	6%	69	14%	89	18%
Accounting/Related	144	44	31%	19	13%	36	25%	8	6%	23	16%	14	10%
Accounting	142	44	31%	18	13%	36	25%	7	5%	23	16%	14	10%
Payroll/Acct Clk	2	0	0%	1	50%	0	0%	1	50%	0	0%	0	0%
Data Processing ..	78	23	29%	7	9%	12	15%	2	3%	17	22%	17	22%
Data Processing	30	12	40%	3	10%	4	13%	2	7%	3	10%	6	20%
Data Proc Oper	18	4	22%	3	17%	7	39%	0	0%	0	0%	4	22%
Info & Comp Sci	30	7	23%	1	3%	1	3%	0	0%	14	47%	7	23%
Finance	2	1	50%	0	0%	0	0%	1	50%	0	0%	0	0%
Sales/Management	122	37	30%	6	5%	25	20%	11	9%	12	10%	31	25%
Hotel Operations	34	14	41%	1	3%	6	18%	1	3%	3	9%	9	26%
Management	40	8	20%	0	0%	10	25%	7	18%	7	18%	8	20%
Mgt (Banking) ..	14	3	21%	1	7%	4	29%	0	0%	0	0%	6	43%
Sales/Marketing	25	9	36%	4	16%	2	8%	2	8%	1	4%	7	28%
Visitor Industry	9	3	33%	0	0%	3	33%	1	11%	1	11%	1	11%
Secretarial & Rel	159	53	33%	13	8%	40	25%	9	6%	17	11%	27	17%
Clerical	40	14	35%	6	15%	10	25%	2	5%	2	5%	6	15%
Clerical Typing	13	1	8%	0	0%	1	8%	0	0%	5	38%	6	46%
Gen Office Train	19	5	26%	0	0%	8	42%	2	11%	1	5%	3	16%
Secretarial Sci	49	20	41%	6	12%	10	20%	2	4%	3	6%	8	16%
Recep/File Clerk	1	0	0%	0	0%	1	100%	0	0%	0	0%	0	0%
Stenography	30	12	40%	1	3%	9	30%	3	10%	2	7%	3	10%
Typist	7	1	14%	0	0%	1	14%	0	0%	4	57%	1	14%
Food Service	347	122	35%	24	7%	45	13%	48	14%	53	15%	55	16%
Cold Food Pantry	78	35	45%	3	4%	11	14%	9	12%	14	18%	6	8%
Commercial Baking	11	2	18%	3	27%	1	9%	2	18%	1	9%	2	18%
Culinary Arts	17	5	29%	3	18%	4	24%	1	6%	1	6%	3	18%
Dining Room	86	27	31%	5	6%	8	9%	13	15%	13	15%	20	23%
Food Service	75	23	31%	5	7%	13	17%	9	12%	12	16%	13	17%
Storeroom Oper ...	46	18	39%	3	7%	3	7%	7	15%	9	20%	6	13%
Short Order Cook	34	12	35%	2	6%	5	15%	7	21%	3	9%	5	15%

1984-1985 GRADUATES CONTINUED

PROGRAM		JAPANESE		CHINESE		FILIPINO		HAWAIIAN		CAUCASIAN		OTHER	
	Total	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%
Health Services	200	37	19%	2	1%	55	28%	18	9%	50	25%	38	19%
Assoc Degree Nurs	25	4	16%	0	0%	0	0%	0	0%	14	56%	7	28%
Dental Assisting	13	3	23%	1	8%	4	31%	2	15%	1	8%	2	15%
Medical Assisting	13	3	23%	0	0%	5	38%	1	8%	1	8%	3	23%
Medical Lab Tech	7	3	43%	0	0%	2	29%	0	0%	0	0%	2	29%
Nurses' Aide Train	58	3	5%	0	0%	27	47%	9	16%	9	16%	10	17%
Nursing	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Occup Therapy Asst	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Practical Nursing	77	15	19%	1	1%	17	22%	6	8%	24	31%	14	18%
Radiologic Tech ..	4	3	75%	0	0%	0	0%	0	0%	1	25%	0	0%
Resp Therapy	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%
Resp Therapy Tech	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%
Public Services	188	45	24%	11	6%	12	6%	35	19%	43	23%	42	22%
Admin of Justice	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Criminal Justice	5	2	40%	0	0%	0	0%	1	20%	1	20%	1	20%
Early Childhood ..	14	2	14%	0	0%	2	14%	4	29%	5	36%	1	7%
Fire Science	29	5	17%	1	3%	3	10%	7	24%	7	24%	6	21%
Human Services ...	71	13	18%	2	3%	3	4%	16	23%	14	20%	23	32%
Legal Assistant ..	27	10	37%	5	19%	2	7%	2	7%	6	22%	2	7%
Library Technology	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Occ Safety/Health	12	5	42%	2	17%	0	0%	2	17%	1	8%	2	17%
Police Science ...	26	8	31%	1	4%	2	8%	2	8%	7	27%	6	23%
Rec Instructor ...	4	0	0%	0	0%	0	0%	1	25%	2	50%	1	25%
Technology	637	226	35%	73	11%	111	17%	52	8%	66	10%	109	17%
Agriculture	7	0	0%	1	14%	1	14%	1	14%	3	43%	1	14%
Apparel Trades ...	15	3	20%	0	0%	3	20%	1	7%	2	13%	6	40%
Apparel Design	2	0	0%	0	0%	0	0%	1	50%	1	50%	0	0%
Fash Des/Merch	13	3	23%	0	0%	3	23%	0	0%	1	8%	6	46%
Fashion Tech ...	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Applied Trades ...	136	48	35%	16	12%	16	12%	12	9%	24	18%	20	15%
Aviation Maint ...	18	5	28%	2	11%	3	17%	0	0%	3	17%	5	28%
Automotive Tech ..	119	35	29%	13	11%	27	23%	12	10%	9	8%	23	19%
Auto Body Repair	17	5	29%	3	18%	5	29%	2	12%	0	0%	2	12%
Auto Mechanics	102	30	29%	10	10%	22	22%	10	10%	9	9%	21	21%
Bldg/Construc Tech	41	15	37%	4	10%	11	27%	3	7%	2	5%	6	15%
Carpentry	19	8	42%	1	5%	5	26%	1	5%	1	5%	3	16%
Construc Tech ..	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Elec Inst/Maint	22	7	32%	3	14%	6	27%	2	9%	1	5%	3	14%
Building Maint ...	3	1	33%	0	0%	0	0%	0	0%	1	33%	1	33%
Commercial Arts ..	35	14	40%	4	11%	6	17%	3	9%	3	9%	5	14%
Commercial Art	14	6	43%	2	14%	2	14%	0	0%	1	7%	3	21%
Graphic Art	21	8	38%	2	10%	4	19%	3	14%	2	10%	2	10%
Cosmetology	26	6	23%	4	15%	5	19%	2	8%	5	19%	4	15%
Diesel Machines ..	8	3	38%	0	0%	1	13%	1	13%	0	0%	3	38%
Diesel Mech	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Heavy Eq Maint	8	3	38%	0	0%	1	13%	1	13%	0	0%	3	38%
Drafting Tech	34	15	44%	5	15%	5	15%	3	9%	1	3%	5	15%
Arch Draft Tech	28	13	46%	5	18%	3	11%	2	7%	0	0%	5	18%
Draft/Engr Aide	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Drafting Tech ..	6	2	33%	0	0%	2	33%	1	17%	1	17%	0	0%

1984-1985 GRADUATES CONTINUED

PROGRAM		JAPANESE		CHINESE		FILIPINO		HAWAIIAN		CAUCASIAN		OTHER	
	Total	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%
Electronics	62	21	34%	9	15%	11	18%	5	8%	7	11%	9	15%
Engineering Tech	9	4	44%	0	0%	5	56%	0	0%	0	0%	0	0%
Marine Tech	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Marine Tech	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Mar Tec/Diving	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Mar Tec/Fishing	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Mar Tec/Seaman	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Mar Tec/Navig ..	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Mar Tec/Outboard	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Metal Work Trades	98	41	42%	11	11%	16	16%	8	8%	6	6%	16	16%
Machine Shop ...	40	20	50%	5	13%	7	18%	3	8%	0	0%	5	13%
Mar Pipefitter	11	5	45%	3	27%	1	9%	0	0%	1	9%	1	9%
Sheet Metal/Plas	14	4	29%	2	14%	2	14%	2	14%	1	7%	3	21%
Weld/Sheet Metal	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Welding Tech ...	33	12	36%	1	3%	6	18%	3	9%	4	12%	7	21%
Refrig & Air Cond	26	15	58%	4	15%	1	4%	1	4%	0	0%	5	19%
NO DATA	1	0	0%	0	0%	0	0%	0	0%	1	100%	0	0%

UNIVERSITY OF HAWAII
COMMUNITY COLLEGE GRADUATES
ACADEMIC YEAR 1985-86

PROGRAM		JAPANESE		CHINESE		FILIPINO		HAWAIIAN		CAUCASIAN		OTHER	
	Total	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%
TOTAL	2593	696	27%	171	7%	466	18%	267	10%	492	19%	501	19%
GENERAL & PRE-PROF ...	750	187	25%	32	4%	91	12%	66	9%	216	29%	158	21%
Liberal Arts	748	186	25%	32	4%	91	12%	66	9%	216	29%	157	21%
Industrial Educ ..	2	1	50%	0	0%	0	0%	0	0%	0	0%	1	50%
VOCATIONAL EDUCATION	1811	507	28%	139	8%	353	19%	200	11%	273	15%	339	19%
Business Education	507	136	27%	48	9%	127	25%	45	9%	63	12%	88	17%
Accounting/Related	154	33	21%	20	13%	34	22%	13	8%	25	16%	29	19%
Accounting	151	32	21%	19	13%	34	23%	13	9%	24	16%	29	19%
Payroll/Acct Clk	3	1	33%	1	33%	0	0%	0	0%	1	33%	0	0%
Data Processing ..	70	23	33%	10	14%	12	17%	3	4%	10	14%	12	17%
Data Processing	33	15	45%	6	18%	3	9%	1	3%	4	12%	4	12%
Data Proc Oper	10	3	30%	2	20%	3	30%	0	0%	0	0%	2	20%
Info & Comp Sci	27	5	19%	2	7%	6	22%	2	7%	6	22%	6	22%
Finance	2	0	0%	1	50%	0	0%	1	50%	0	0%	0	0%
Sales/Management	129	29	22%	13	10%	40	31%	14	11%	16	12%	17	13%
Hotel Operations	43	9	21%	8	19%	14	33%	5	12%	1	2%	6	14%
Management	33	10	30%	1	3%	8	24%	2	6%	6	18%	6	18%
Mgt (Banking) ..	10	1	10%	0	0%	7	70%	1	10%	1	10%	0	0%
Sales/Marketing	25	8	32%	4	16%	1	4%	4	16%	7	28%	1	4%
Visitor Industry	18	1	6%	0	0%	10	56%	2	11%	1	6%	4	22%
Secretarial & Rel	152	51	34%	4	3%	41	27%	14	9%	12	8%	30	20%
Clerical	46	9	20%	2	4%	21	46%	2	4%	1	2%	11	24%
Clerical Typing	5	0	0%	0	0%	1	20%	1	20%	2	40%	1	20%
Gen Office Train	10	4	40%	0	0%	4	40%	0	0%	0	0%	2	20%
Secretarial Sci	50	20	40%	0	0%	6	12%	9	18%	4	8%	11	22%
Recep/File Clerk	5	1	20%	0	0%	1	20%	0	0%	3	60%	0	0%
Stenography	32	17	53%	2	6%	8	25%	1	3%	0	0%	4	13%
Typist	4	0	0%	0	0%	0	0%	1	25%	2	50%	1	25%
Food Service	286	88	31%	24	8%	46	16%	39	14%	37	13%	52	18%
Cold Food Pantry	35	11	31%	2	6%	8	23%	4	11%	8	23%	2	6%
Commercial Baking	12	4	33%	1	8%	3	25%	2	17%	0	0%	2	17%
Culinary Arts	20	9	45%	1	5%	1	5%	2	10%	3	15%	4	20%
Dining Room	50	16	32%	6	12%	10	20%	3	6%	5	10%	10	20%
Food Service	107	32	30%	9	8%	13	12%	19	18%	15	14%	19	18%
Storeroom Oper ...	25	6	24%	3	12%	5	20%	4	16%	3	12%	4	16%
Short Order Cook	37	10	27%	2	5%	6	16%	5	14%	3	8%	11	30%

1985-1986 GRADUATES CONTINUED

PROGRAM		JAPANESE		CHINESE		FILIPINO		HAWAIIAN		CAUCASIAN		OTHER	
	Total	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%
Health Services	233	44	19%	10	4%	52	22%	19	8%	71	30%	37	16%
Assoc Degree Nurs	33	5	15%	0	0%	6	18%	1	3%	19	58%	2	6%
Dental Assisting	15	1	7%	1	7%	5	33%	2	13%	2	13%	4	27%
Medical Assisting	13	3	23%	1	8%	3	23%	2	15%	2	15%	2	15%
Medical Lab Tech	9	2	22%	2	22%	3	33%	1	11%	1	11%	0	0%
Nurses' Aide Train	47	7	15%	1	2%	23	49%	3	6%	6	13%	7	15%
Nursing	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Occup Therapy Asst	5	4	80%	0	0%	0	0%	0	0%	1	20%	0	0%
Practical Nursing	79	10	13%	3	4%	10	13%	7	9%	32	41%	17	22%
Radiologic Tech ..	17	6	35%	1	6%	2	12%	2	12%	3	18%	3	18%
Resp Therapy	15	6	40%	1	7%	0	0%	1	7%	5	33%	2	13%
Resp Therapy Tech	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Public Services	148	24	16%	5	3%	16	11%	26	18%	35	24%	42	28%
Admin of Justice	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Criminal Justice	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Early Childhood ..	9	0	0%	0	0%	2	22%	1	11%	5	56%	1	11%
Fire Science	19	1	5%	1	5%	2	11%	8	42%	5	26%	2	11%
Human Services ...	83	14	17%	1	1%	9	11%	9	11%	15	18%	35	42%
Legal Assistant ..	27	8	30%	3	11%	2	7%	4	15%	9	33%	1	4%
Library Technology	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Occ Safety/Health	5	1	20%	0	0%	1	20%	1	20%	1	20%	1	20%
Police Science ...	1	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%
Rec Instructor ...	4	0	0%	0	0%	0	0%	2	50%	0	0%	2	50%
Technology	637	215	34%	52	8%	112	18%	71	11%	67	11%	120	19%
Agriculture	14	1	7%	0	0%	1	7%	5	36%	6	43%	1	7%
Apparel Trades ...	14	4	29%	3	21%	4	29%	1	7%	2	14%	0	0%
Apparel Design	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Fash Des/Merch	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Fashion Tech ...	14	4	29%	3	21%	4	29%	1	7%	2	14%	0	0%
Applied Trades ...	136	48	35%	9	7%	21	15%	12	9%	19	14%	27	20%
Aviation Maint ...	18	1	6%	0	0%	1	6%	2	11%	6	33%	8	44%
Automotive Tech ..	135	44	33%	10	7%	29	21%	19	14%	8	6%	25	19%
Auto Body Repair	19	4	21%	1	5%	5	26%	5	26%	1	5%	3	16%
Auto Mechanics	116	40	34%	9	8%	24	21%	14	12%	7	6%	22	19%
Bldg/Construc Tech	41	12	29%	0	0%	17	41%	4	10%	3	7%	5	12%
Carpentry	13	3	23%	0	0%	5	38%	2	15%	1	8%	2	15%
Construc Tech ..	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Elec Inst/Maint	28	9	32%	0	0%	12	43%	2	7%	2	7%	3	11%
Building Maint ...	2	0	0%	0	0%	2	100%	0	0%	0	0%	0	0%
Commercial Arts ..	47	17	36%	7	15%	9	19%	5	11%	3	6%	6	13%
Commercial Art	33	13	39%	5	15%	3	9%	4	12%	3	9%	5	15%
Graphic Art	14	4	29%	2	14%	6	43%	1	7%	0	0%	1	7%
Cosmetology	33	12	36%	2	6%	5	15%	2	6%	3	9%	9	27%
Diesel Machines ..	11	4	36%	1	9%	2	18%	2	18%	0	0%	2	18%
Diesel Mech	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Heavy Eq Maint	11	4	36%	1	9%	2	18%	2	18%	0	0%	2	18%
Drafting Tech	31	14	45%	3	10%	3	10%	1	3%	3	10%	7	23%
Arch Draft Tech	22	8	36%	2	9%	2	9%	1	5%	3	14%	6	27%
Draft/Engr Aide	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Drafting Tech ..	9	6	67%	1	11%	1	11%	0	0%	0	0%	1	11%

1985-1986 GRADUATES CONTINUED

PROGRAM		JAPANESE		CHINESE		FILIPINO		HAWAIIAN		CAUCASIAN		OTHER	
	Total	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%
Electronics	61	27	44%	10	16%	3	5%	4	7%	4	7%	13	21%
Engineering Tech	12	4	33%	4	33%	0	0%	1	8%	3	25%	0	0%
Marine Tech	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Marine Tech	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Mar Tec/Diving	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Mar Tec/Fishing	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Mar Tec/Seaman	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Mar Tec/Navig ..	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Mar Tec/Outboard	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Metal Work Trades	64	17	27%	3	5%	11	17%	11	17%	6	9%	16	25%
Machine Shop ...	13	6	46%	1	8%	1	8%	1	8%	1	8%	3	23%
Mar Pipefitter	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Sheet Metal/Plas	11	0	0%	2	18%	3	27%	4	36%	1	9%	1	9%
Weld/Sheet Metal	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Welding Tech ...	40	11	28%	0	0%	7	18%	6	15%	4	10%	12	30%
Refrig & Air Cond	18	10	56%	0	0%	4	22%	2	11%	1	6%	1	6%
NO DATA	32	2	6%	0	0%	22	69%	1	3%	3	9%	4	13%

UNIVERSITY OF HAWAII
COMMUNITY COLLEGE GRADUATES
ACADEMIC YEAR 1986-87

PROGRAM		JAPANESE		CHINESE		FILIPINO		HAWAIIAN		CAUCASIAN		OTHER	
	Total	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%
TOTAL	2340	482	21%	125	5%	394	17%	193	8%	416	18%	730	31%
GENERAL & PRE-PROF ...	766	159	21%	39	5%	78	10%	75	10%	217	28%	198	26%
Liberal Arts	764	159	21%	39	5%	78	10%	75	10%	216	28%	197	26%
Industrial Educ ..	2	0	0%	0	0%	0	0%	0	0%	1	50%	1	50%
VOCATIONAL EDUCATION	1510	322	21%	86	6%	295	20%	118	8%	191	13%	498	33%
Business Education	472	124	26%	38	8%	105	22%	40	8%	59	13%	106	22%
Accounting/Related	147	29	20%	12	8%	37	25%	12	8%	20	14%	37	25%
Accounting	143	29	20%	11	8%	37	26%	12	8%	20	14%	34	24%
Payroll/Acct Clk	4	0	0%	1	25%	0	0%	0	0%	0	0%	3	75%
Data Processing ..	78	24	31%	11	14%	9	12%	1	1%	13	17%	20	26%
Data Processing	27	12	44%	5	19%	2	7%	0	0%	1	4%	7	26%
Data Proc Oper	12	2	17%	3	25%	3	25%	0	0%	0	0%	4	33%
Info & Comp Sci	39	10	26%	3	8%	4	10%	1	3%	12	31%	9	23%
Finance	2	0	0%	0	0%	0	0%	0	0%	2	100%	0	0%
Sales/Management	120	27	23%	7	6%	25	21%	15	13%	20	17%	26	22%
Hotel Operations	35	13	37%	5	14%	2	6%	4	11%	3	9%	8	23%
Management	41	6	15%	2	5%	7	17%	6	15%	12	29%	8	20%
Mgt (Banking) ..	12	0	0%	0	0%	6	50%	2	17%	2	17%	2	17%
Sales/Marketing	17	7	41%	0	0%	3	18%	1	6%	1	6%	5	29%
Visitor Industry	15	1	7%	0	0%	7	47%	2	13%	2	13%	3	20%
Secretarial & Rel	125	44	35%	8	6%	34	27%	12	10%	4	3%	23	18%
Clerical	36	12	33%	3	8%	11	31%	1	3%	0	0%	9	25%
Clerical Typing	10	0	0%	0	0%	3	30%	4	40%	2	20%	1	10%
Gen Office Train	9	4	44%	0	0%	1	11%	1	11%	0	0%	3	33%
Secretarial Sci	50	24	48%	3	6%	11	22%	6	12%	1	2%	5	10%
Recep/File Clerk	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Stenography	19	4	21%	2	11%	8	42%	0	0%	1	5%	4	21%
Typist	1	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%
Food Service	95	24	25%	6	6%	20	21%	13	14%	8	8%	24	25%
Cold Food Pantry	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Commercial Baking	8	3	38%	2	25%	1	13%	1	13%	0	0%	1	13%
Culinary Arts	7	2	29%	0	0%	1	14%	1	14%	0	0%	3	43%
Dining Room	1	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%
Food Service	79	19	24%	4	5%	18	23%	11	14%	8	10%	19	24%
Storeroom Oper ...	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Short Order Cook	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

1986-1987 GRADUATES CONTINUED

PROGRAM		JAPANESE		CHINESE		FILIPINO		HAWAIIAN		CAUCASIAN		OTHER	
	Total	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%
Health Services	266	34	13%	5	2%	89	33%	17	6%	74	28%	47	18%
Assoc Degree Nurs	18	1	6%	0	0%	3	17%	4	22%	7	39%	3	17%
Dental Assisting	8	1	13%	0	0%	2	25%	1	13%	2	25%	2	25%
Medical Assisting	34	9	26%	0	0%	4	12%	4	12%	10	29%	7	21%
Medical Lab Tech	6	0	0%	1	17%	2	33%	0	0%	1	17%	2	33%
Nurses' Aide Train	45	4	9%	1	2%	18	40%	5	11%	8	18%	9	20%
Nursing	41	0	0%	0	0%	39	95%	0	0%	2	5%	0	0%
Occup Therapy Asst	4	0	0%	0	0%	0	0%	0	0%	0	0%	4	100%
Practical Nursing	95	16	17%	1	1%	17	18%	3	3%	42	44%	16	17%
Radiologic Tech ..	15	3	20%	2	13%	4	27%	0	0%	2	13%	4	27%
Resp Therapy	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Resp Therapy Tech	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Public Services	126	24	19%	7	6%	12	10%	19	15%	20	16%	44	35%
Admin of Justice	20	4	20%	0	0%	4	20%	4	20%	1	5%	7	35%
Criminal Justice	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Early Childhood ..	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Fire Science	16	2	13%	1	6%	1	6%	2	13%	1	6%	9	56%
Human Services ...	43	7	16%	3	7%	4	9%	8	19%	8	19%	13	30%
Legal Assistant ..	37	8	22%	3	8%	2	5%	3	8%	10	27%	11	30%
Library Technology	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Occ Safety/Health	2	0	0%	0	0%	0	0%	0	0%	0	0%	2	100%
Police Science ...	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Rec Instructor ...	8	3	38%	0	0%	1	13%	2	25%	0	0%	2	25%
Technology	551	116	21%	30	5%	69	13%	29	5%	30	5%	277	50%
Agriculture	9	2	22%	0	0%	1	11%	0	0%	3	33%	3	33%
Apparel Trades ...	21	6	29%	1	5%	2	10%	2	10%	5	24%	5	24%
Apparel Design	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Fash Des/Merch	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Fashion Tech ...	21	6	29%	1	5%	2	10%	2	10%	5	24%	5	24%
Applied Trades ...	154	0	0%	0	0%	0	0%	0	0%	0	0%	154	100%
Aviation Maint ...	14	3	21%	0	0%	1	7%	2	14%	2	14%	6	43%
Automotive Tech ..	101	34	34%	10	10%	24	24%	5	5%	5	5%	23	23%
Auto Body Repair	7	3	43%	1	14%	0	0%	0	0%	0	0%	3	43%
Auto Mechanics	94	31	33%	9	10%	24	26%	5	5%	5	5%	20	21%
Bldg/Construc Tech	33	8	24%	0	0%	8	24%	4	12%	4	12%	9	27%
Carpentry	14	4	29%	0	0%	2	14%	2	14%	2	14%	4	29%
Construc Tech ..	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Elec Inst/Maint	19	4	21%	0	0%	6	32%	2	11%	2	11%	5	26%
Building Maint ...	3	0	0%	0	0%	0	0%	0	0%	0	0%	3	100%
Commercial Arts ..	34	11	32%	4	12%	4	12%	0	0%	3	9%	12	35%
Commercial Art	26	8	31%	2	8%	3	12%	0	0%	3	12%	10	38%
Graphic Art	8	3	38%	2	25%	1	13%	0	0%	0	0%	2	25%
Cosmetology	28	7	25%	2	7%	4	14%	3	11%	2	7%	10	36%
Diesel Machines ..	6	1	17%	1	17%	1	17%	1	17%	0	0%	2	33%
Diesel Mech	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Heavy Eq Maint	6	1	17%	1	17%	1	17%	1	17%	0	0%	2	33%
Drafting Tech	43	8	19%	4	9%	10	23%	2	5%	1	2%	18	42%
Arch Draft Tech	37	6	16%	4	11%	8	22%	2	5%	1	3%	16	43%
Draft/Engr Aide	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Drafting Tech ..	6	2	33%	0	0%	2	33%	0	0%	0	0%	2	33%

1986-1987 GRADUATES CONTINUED

PROGRAM		JAPANESE		CHINESE		FILIPINO		HAWAIIAN		CAUCASIAN		OTHER	
	Total	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%
Electronics	42	17	40%	5	12%	5	12%	2	5%	1	2%	12	29%
Engineering Tech	9	3	33%	0	0%	4	44%	2	22%	0	0%	0	0%
Marine Tech	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Marine Tech	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Mar Tec/Diving	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Mar Tec/Fishing	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Mar Tec/Seaman	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Mar Tec/Navig ..	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Mar Tec/Outboard	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Metal Work Trades	35	7	20%	1	3%	4	11%	3	9%	4	11%	16	46%
Machine Shop ...	7	1	14%	0	0%	1	14%	0	0%	1	14%	4	57%
Mar Pipefitter	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Sheet Metal/Plas	6	3	50%	1	17%	0	0%	1	17%	0	0%	1	17%
Weld/Sheet Metal	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Welding Tech ...	22	3	14%	0	0%	3	14%	2	9%	3	14%	11	50%
Refrig & Air Cond	19	9	47%	2	11%	1	5%	3	16%	0	0%	4	21%
NO DATA	64	1	2%	0	0%	21	33%	0	0%	8	13%	34	53%

APPENDIX F

TECHNICAL RECOMMENDATIONS FOR DATA MANAGEMENT

TECHNICAL RECOMMENDATIONS FOR MANAGEMENT OF DATA

UNIVERSITY OF HAWAI'I COMMUNITY COLLEGES

These recommendations emerge from the extraction of data contained in Student Personal History Files, in an attempt to follow the progress of Native Hawaiian freshmen students who entered the University of Hawai'i Community Colleges (including Hawai'i Community College) in Fall 1982. The collection of data regarding the completion of the original cohort of 1,003 students through Fall 1986 is examined.

1. Data Bases Needed For Monitoring and Assessing Students

   a. Utilize Data Fields at the Time of Admission:
   Provide data on results of placement tests, high school academic performance (GPR, Standardized test scores: ACT, SAT), special needs and financial aid background.

   b. Survey all Entering Students:
   Provide a profile of each student entering the community colleges to determine personal interests, academic goals, a social history profile, etc.

   c. Academic Performance:
   Provide semester by semester information on academic status such as honors, probation, suspension and dismissal.

   d. Leavers Information:
   Immediate mail/phone surveys to those leaving the community colleges. At present the "leavers" category is undefined. There is a lack of information on what happens to these students, who may be identified as transfers, drop-outs, currently employed, etc.

   e. Weavers Information (Students entering, leaving and re-entering the Community Colleges):
   Immediate mail/phone surveys and personal interviews should be conducted. Information is needed to determine the reasons for such behavior.

   f. Graduate/Alumni Information:
   Mail/phone surveys should be administered to determine the status of former community college students. At present, there is limited institutional information on graduates.

2. Audit All Community College Student Academic Records

   Important fields were miscoded in student files.

3. Develop a Student Information Link Between the Community Colleges and the four year University of Hawai'i campuses.

   There is a need to conduct an analysis of students who begin their college studies at community colleges and later transfer to four year campuses.

ERIC Clearinghouse for
Junior Colleges JUL 29 1988